

INSPECTION REPORT

SIR JOHN SHERBROOKE JUNIOR SCHOOL

Calverton

LEA area: Nottinghamshire

Unique reference number: 122684

Headteacher: Mr G Pope

Reporting inspector: Mr N A Pett
17331

Dates of inspection: 7th – 10th October 2002

Inspection number: 248376

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Flatts Lane Calverton Nottingham
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Janet Bailey
Date of previous inspection:	2nd October 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17331	Mr N A Pett	Registered inspector	Mathematics Information and communication technology Religious education	Standards How well is the school led and managed?
14756	Mr J R Lovell	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed? - efficiency and resources.
31862	Mrs J Coop	Team inspector	English English as an additional language Art and design Design and technology Physical education Special educational needs	How well are pupils taught? How well does the school care for its pupils? – assessment
22113	Mrs A King	Team inspector	Science Geography History Music Educational inclusion Citizenship	How good are the curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Calverton, to the north of Nottingham, on a campus of three schools. There are 208 boys and girls on roll aged between 7 and 11, and it is smaller than other primary schools nationally. Pupils come from the full range of socio-economic backgrounds, although the number of pupils eligible for free school meals is above the national average. The ethnic heritage of the pupils is mainly white European and the percentage of pupils not having English as their first language is low in comparison with the national average. The percentage of pupils identified as having special educational needs is above the national average. Three pupils hold statements to address their specific needs, which is below the national average. Attainment on entry is below the expectations for their ages for most children. The school's aims seek to support each pupil in their personal development and to ensure that they develop their academic potential.

HOW GOOD THE SCHOOL IS

Overall, this is a good school which has made substantial improvement since the last inspection. Its strengths outweigh the aspects which require improvement. Results in National Curriculum tests at the end of Year 6 have improved although they remain below the national average overall. There is a good ethos, which, linked to the good quality of teaching, means most pupils achieve well. The partnership between the senior management team and the staff as a whole, has initiated the improvement. The headteacher now provides effective leadership and management but monitoring and evaluation of teaching and learning still need to be developed to ensure that it is consistently rigorous. The school gives good value for money.

What the school does well

- Successfully encourages the good achievement of most pupils through good teaching, with some exemplary practice.
- Successfully promotes the overall good standards in pupils' personal development, leading to good behaviour and attitudes.
- Provides well for the significant number of pupils with special educational needs.
- Provides exceptionally well for information and communication technology.
- Provides an extensive range of extra-curricular activities which are well supported by the pupils.
- Works effectively to meet the differing needs of its pupils through its approach to inclusion.

What could be improved

- Standards overall but particularly in English and in religious education.
- The overall balance of curriculum time to ensure that art, design and technology and music receive adequate coverage.
- The extension of the assessment procedures to improve target setting for all pupils.
- Developing even further, the way that the headteacher, senior staff and governors are working in partnership to further improve standards through the good quality of teaching and learning.
- Meeting statutory requirements for collective worship and the management of health and safety.
- Ensuring that registers are securely located.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 2000 and has made good progress overall to eliminate its serious weaknesses. The overall improvement in leadership and management has been good and in governance has been satisfactory. The potential exists for further improvement. The headteacher, in partnership with the senior management team and governors, has initiated improvements in whole school review and in creating a strategic plan to focus developments. Monitoring and evaluation structures for teaching and learning are in place but need to be more rigorously used. The overall quality of education has been enhanced by improvements in the quality of teaching. The very good initiatives for

information and communication technology have led to good improvement in standards and there is some exemplary practice. Good progress has been made in developing relationships with parents and in procedures for assessment, although the school recognises that it needs to make better use of these procedures. Improvement has been satisfactory in meeting the differing needs of pupils, especially the potentially higher attaining pupils. Standards have also improved, but even with the positive changes, the school still recognises that it has much to do to improve standards.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	D	D	C
Mathematics	E	C	E	D
Science	E	D	C	B

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

Pupils' standards on entry are below average in both English and mathematics, although pupils' work shows that there is good overall improvement in their standards by the end of Year 6. Results in the 2001 National Curriculum tests were average overall when compared with similar schools, although there is variation in the results obtained in the three core subjects, as shown in the above table. Results in the 2002 tests show an increasing proportion of pupils gaining the national average, although no comments as to improvement can be made until national comparisons are published. The results are affected by the above average proportion of pupils with special educational needs and learning difficulties but also because higher attainers have not been gaining the higher levels in the tests. The 2002 results show some improvement in this area. Targets set for results were broadly met. From inspection evidence, standards continue to show improvement by Year 6 for the current pupils and across Years 3 to 6, achievement is good. Although standards in English remain below average overall, those in mathematics and science are average and in information and communication technology, they are above average. In art, standards are above average and broadly average in all other subjects, except religious education, where they are below average. The majority of pupils with special educational needs make good progress, as do the two pupils with English as an additional language. The improvement in overall standards reflects better management, assessment and teaching and pupils are responding well to the generally high expectations of their teachers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have good attitudes towards their work and teachers. They enjoy school and work hard, supporting their achievement.
Behaviour, in and out of classrooms	Good. Pupils understand the difference between right and wrong, although a small minority experience difficulties in behaving sensibly.
Personal development and relationships	Very good. Pupils show responsibility for their work and are proud of their achievements. They collaborate well and most show significant respect for their teachers and each other, leading to very good relationships.
Attendance	Satisfactory. Figures for both authorised and unauthorised absence are

	broadly average.
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These aspects are a strength of the school. High expectations are set and these improve the overall attitudes and values of most pupils. No pupils have been excluded in the last year. Most pupils respond very well to visitors. Some parents do not always ensure that their children are punctual or attend school.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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 significantly improved since the last inspection, especially in the amount of very good teaching. This good teaching has a positive impact on pupils' learning and is leading to the improved attainment, although this is not yet seen in National Curriculum test results. The quality of teaching was at least good in nearly four fifths of lessons and very good in a third of lessons. It is occasionally excellent and rarely unsatisfactory. Teaching of literacy and numeracy is good, with some good links in other subjects to support the skills learnt. In science, teaching is good and the overall improvement in information and communication technology has been substantial. In the best lessons, expectations are high and teachers are setting work which meets the differing needs of the pupils, a good improvement since the last inspection. Pupils respond to praise and rewards, with many showing pride in their achievements. Inspection evidence shows that teaching over time is generally good. Teaching of pupils with special educational needs is good overall, with an effective partnership between teachers and learning support staff. Overall teaching is a significant strength although the school recognises the need to increase the demands in work for meeting differing needs and to raise standards in literacy still further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. National Curriculum requirements are met and extra-curricular activities are very good. The balance in the curriculum leads to some subjects having insufficient time.
Provision for pupils with special educational needs	Good. Pupils are well provided for and they make good progress within the targets on individual education plans: those with more complex learning needs are well supported.
English as an additional language.	Good provision is made for the two pupils so that they achieve as well as their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. There is an effective personal, social and health education programme. The provision for pupils' spiritual, moral, social and cultural development is good, and includes citizenship. The contribution of the community to pupils' learning is good overall.
How well the school cares for its pupils	Satisfactory. Assessment procedures are sound and satisfactorily applied. The overall care for pupils at a personal level is very good and is a strength of the school. However, monitoring of attendance and management of health and safety require improvement.

The learning opportunities in information and communication technology are very good. The support and involvement of parents in their children's learning is satisfactory, but some are not sufficiently supportive. The school has identified that the good practice of individual target setting and use of data needs to be extended to all subjects and a more consistent approach established to marking.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The headteacher has vision and has improved the educational direction through the effective partnership with his deputy and the senior teacher and the school administrator. Subject co-ordinators are effective.
How well the governors fulfil their responsibilities	Satisfactory, but only because most of the governors have been newly appointed. They are very supportive and committed and already have a clear view of the school's strengths and weaknesses.
The school's evaluation of its performance	Satisfactory. Entry data and national test results are analysed and pupil performance is now tracked through effective monitoring but the practice needs further development to ensure that individual target setting is more rigorous.
The strategic use of resources	Good. The school seeks to provide the best opportunities for its pupils and is providing good value for money.

The improvement plan effectively addresses priorities. The governors are effectively developing their role in shaping the future for the school. Statutory requirements for a daily act of collective worship are not met in class assemblies. The principles of best value are applied. To stimulate improvement in standards, the overall governance and management must be rigorous to ensure that improvements which have been achieved are maintained. There are sufficient staff and subject expertise is good. The accommodation is good, except for office accommodation. Learning resources overall are good and are used very well. The display of pupils' work adds significantly to the learning ethos of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards and progress being achieved by their children. • How well the school cares for its pupils. • The good standards in behaviour, attitudes, values and beliefs being promoted and achieved, which encourage their children to become mature and responsible. • The quality of teaching is good. • How well the school works with them. • The school is well led and managed. 	<ul style="list-style-type: none"> • Activities outside of lessons. • Information about the progress their children are making. • Homework.

The views expressed below are drawn from a minority of parents. Only two attended the pre-inspection meeting, although there was a sound response to the questionnaire, which gave a very positive view of the school. Inspectors firmly agree with all of the points that please parents most. Inspection evidence shows that the activities outside of lessons are very good. Inspectors consider that there are appropriate opportunities to keep parents informed about their child's progress and there is a good 'open door' policy. Homework is set and is of a satisfactory quality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' standards on entry at age seven are below average in English, mathematics and science and the proportion of pupils identified as having special educational needs is above average. Many pupils have low levels in their literacy skills. Pupils' progress is also affected by a range of social issues which exist in the school population. Results in the year 2001 National Curriculum tests at the end of Year 6, were below average in English, well below average in mathematics and average in science as the proportion of pupils gaining the higher levels was below average in all three core subjects. The percentage of pupils gaining the expected level for their age of eleven was average in English, below average in mathematics and above average in science. Taking all three subjects together, the average points score was below average. In relation to similar schools, results were average in English, below average in mathematics and above average in science, with the overall points score per pupil being average overall. Boys performed better than girls. The trend for improvement in attainment in the tests has been broadly in line with the national average. The targets set for the percentage of pupils achieving the expected levels in the tests were broadly met in English and mathematics.
2. Results for 2002 show a sound increase in the proportion of pupils gaining the expected levels, although no comments can be made as to the level of improvement until national comparisons are published. The results for higher attaining pupils are better in that they gained the higher levels. Standards at the last inspection were reported as being good, showing that pupils generally achieved well, even though the school was judged to have serious weaknesses. The large majority of pupils continue to achieve well for their prior attainment and the improvement in the quality of teaching has initiated further improvement, as seen in the latest test results and from inspection evidence of pupils' work. However, the improvement in English is less marked than in mathematics and reflects the weakness in writing but in the overall literacy levels. For the current pupils across Years 3 to 6, achievement is generally good. Although standards in English remain below average overall, those in mathematics and science are average, showing an improvement in mathematics and the maintaining of standards in science. In information and communication technology, standards are now above average in skills and average in the application of these skills across the curriculum, which is good improvement since the last inspection. Standards in art are above average, are average in other subjects, except in religious education, where they are below average because pupils do not have sufficient knowledge and understanding of world faiths. The majority of pupils with special educational needs make sound progress, as do the two pupils with English as an additional language. The improvement reflects better management, assessment and teaching and pupils are responding well to the generally high expectations of their teachers.
3. From inspection evidence, standards in English are below average and differ across the attainment targets. In listening, standards are average although a significant minority of pupils experience difficulty in listening for extended periods. In speaking, most pupils have attained average standards. Higher attainers can express some forthright opinions and teachers encourage pupils to develop their ideas by asking questions that require more than one word answers. Opportunities to use drama and role-play are used well to develop pupils' skills. However, despite these opportunities some older pupils find it difficult to express themselves clearly using complex sentences and remain using a restricted range of vocabulary. Most pupils develop their reading skills successfully and at the end of Year 6 many pupils reach expected standards and some exceed them. These pupils read a range of texts fluently and with understanding and expression. Average and below average pupils experience difficulties and this prevents them from improving their written or spoken vocabulary further. Where texts and work used in literacy lessons are not sufficiently well matched to their needs, pupils sometimes find it difficult to cope with the work. Standards in writing are below average and the school recognises that this is the weakest element of the subject. Teachers are responding well and using a good range of strategies to improve

standards to remedy errors in spelling, punctuation and basic sentence structures. Whilst above average pupils can structure different styles of writing, below average pupils are not making enough progress. Links with other subjects to support literacy are good though work in science, mathematics, history, and in information and communication technology and religious education.

4. Standards in mathematics are now average by the end of Year 6. The improved quality of teaching ensures that strategies are meeting pupils' differing needs, leading to pupils' better achievement and standards in relation to their low level of prior attainment. Numeracy is used effectively in subjects across the curriculum, for example, in science, art, design and technology and in information and communication technology. In mental work at the beginning and end of lessons, pupils display improving levels of numeracy skills and the large majority can calculate accurately. A significant number of above average and average pupils in Year 6 can draw appropriate conclusions from their data. Standards in science by the end of Year 6 are average overall and a significant minority of pupils achieve well above average standards, reflecting the effective teaching and the good use of investigations. It is this practice, which is also found in mathematics and information and communication technology that is contributing to the raising of standards as pupils are involved in problem solving. Standards in information and communication technology are average overall and this is very good improvement since the last inspection. Skills in word processing, desktop publishing and in handling data and constructing graphs are effectively achieved and used, often in subjects across the curriculum.
5. Achievement is good overall although it is still undermined by low levels of literacy. A significant number of pupils make good and occasionally very good progress. This is a good improvement since the last inspection. Pupils consolidate their knowledge and understanding and are developing their skills in English, mathematics and science. For example, in English and in subjects across the curriculum, teachers work well on developing pupils' vocabulary in oral work. In foundation subjects, there is often good progress and sound achievement, although there is insufficient written recording to support the development of pupils' writing. In mathematics, pupils' mental skills are being effectively developed and this is having a positive impact on their overall development in numeracy and in subjects where it is used; for example, in geography, design and technology and science. Achievement is adversely affected in design and technology and religious education, where subjects do not have sufficient time, or the timetable arrangements adversely affect continuity and progression, such as in music.
6. The overall good progress and achievement is brought about because learning in the large majority of lessons is nearly always at least satisfactory and often good, with some examples of very good learning. The progress of pupils with special educational needs is good overall. Pupils make good progress when supported by learning support assistants and when work set meets their needs. The school has identified its gifted and talented pupils and they are given work which makes good demands of them. However, as there has been a concentration on challenging the higher attainers, the focus has slipped on some below average pupils and this leads to their progress being only satisfactory at best. The two pupils who have English as an additional language make good progress.
7. In relation to the last report, where achievement was seen as being good, standards have shown improvement, especially in mathematics and information and communication technology. This reflects the improved management of the school and the overall quality of teaching. It is the recent improvement in these two areas which is beginning to consolidate learning and raising standards overall. The raising of standards, particularly pupils' overall literacy skills, remains paramount.

Pupils' attitudes, values and personal development

8. Pupils' good attitudes to learning and to school remain a strength since the time of the last inspection. Virtually all parents who responded to the questionnaire state that their children like school. Pupils value school and what it has to offer, with almost two thirds of the pupils participating in one or more extra-curricular activities. Their positive attitudes to work and play, good standards of behaviour, the quality of their relationships, sense of personal responsibility, and a good response to opportunities to display initiative, make a positive contribution to their learning.

9. When the pace and challenge of lessons is good, the pupils sustain their concentration well, undertaking work with interest and enthusiasm. For example, pupils in Year 6 fully engage in an activity to create a fairy story for pupils in the infant school. By working together, they develop a very good sense of the needs of their intended audience. They use language effectively by employing adjectival phrases, metaphors, similes, imagery and powerful verbs. In a lesson on probability, they exercised their skills very well. However, when pupils are not fully engaged in an activity or when management strategies are less secure, pupils can be noisy and less focused and a minority behave in a silly manner.
10. The behaviour of pupils is generally good in the classroom, in the hall at lunchtime and at play. Pupils recognise the importance of good behaviour and positive attitudes in creating an environment in which they can all learn, although, on occasions, a minority misbehave or fail to follow teachers' instructions. However, on such occasions, the concentration and interest of these pupils and the effectiveness of teachers in managing pupils' behaviour ensures that it usually does not disrupt the learning of others. The pupils are very orderly in their movement around the school. They are very courteous and polite. They are trustworthy and look after equipment, resources and property very well. There is no evidence of graffiti or litter within the school. Pupils are conscious of others and know that bullying, racism and oppressive behaviour is wrong, that they can ask staff for support if they have any concerns and that any incidents are dealt with effectively. There have been no exclusions in the school year prior to the inspection. Overall, the good standards of behaviour make a positive contribution to learning.
11. Pupils usually listen carefully to teachers and to each other. The very good relationships amongst pupils and between pupils and adults working in the school, provide a constructive learning environment. Pupils willingly and confidently contribute and share ideas to extend their thinking and understanding. They display sensitivity and consideration for other people's feelings, values and beliefs and have a good understanding of the impact of their actions and words on others. They work effectively on their own and with others, sharing resources, co-operating and collaborating well with one another. Throughout the school, the pupils take responsibility for tasks within the classroom and, as they move through the school, they take increasing responsibility for their own learning, behaviour and actions within classrooms and around the school. This makes a positive contribution to the pupils' personal development and their acquisition of skills. Opportunities to serve on the School Council also support the opportunities for some pupils in their social and moral development.
12. Overall levels of attendance and unauthorised absence are broadly in line with the national average and have remained broadly similar to those found at the time of the last inspection. Many pupils achieve good or very good levels of attendance. The majority of absences are for illness and medical visits and, in addition, some pupils are removed from school for annual holidays during term time. Punctuality is generally good and sessions begin on time, although a very small number of pupils are regularly late. The good attendance of a significant proportion of pupils makes a positive contribution to their progress and attainment.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is good. During the inspection, nearly three quarters of teaching was good or better and a third was at least very good, with occasional examples of excellence. Very rarely was teaching unsatisfactory. The percentage of high quality teaching has improved since the last inspection. The school has introduced the National Literacy and Numeracy Strategies in an effective manner and this is having an increasingly positive effect on standards pupils achieve. Where appropriate, these strategies are adopted to meet needs. In response to the mixed age classes, the school has introduced teaching by groups based on prior attainment in English and mathematics. In Years 5 and 6 pupils are taught in year groups based on prior attainment. Additional part-time teachers enable these older pupils to be taught in smaller groups, and this positive strategy is beginning to help raise standards. Teachers show a readiness to reflect critically on how they teach and this together with improved procedures to monitor teaching and

learning, has made important contributions to the significant improvement in high quality teaching since the time of the last inspection.

14. The approach to teaching literacy has been generally effective and basic skills are often taught very well with some exemplary practice observed. From a rigorous analysis of pupils' work and assessment data, the school recognised that the teaching of writing was a priority. It acted purposefully to address this issue and put in place a good range of strategies to support this work. These are already beginning to have an impact and most pupils are becoming increasingly competent in organising their writing in a coherent and interesting manner, although standards remain below average. Where teaching is strongest, the needs of pupils are well met and teachers take into account pupils' differing needs when planning lessons. Pupils are challenged and individual targets are clearly stated so that pupils are well aware of what is expected and try hard to attain their targets. Conversely when teaching is not as effective, it is because teachers are not confident in adapting the literacy strategy to meet the needs of less able pupils who are working at levels below others of their age. Consequently, teachers attempt to plan lessons based on subject coverage rather than on the prior attainment of pupils. As a result, pupils often struggle with lesson content, become distracted, require a great deal of support to complete their work and make slow progress. It is recognised that the use of appropriate strategies needs further development for some below average pupils to improve their basic skills so that they too can move forward in their learning and gain confidence. There are also good examples of support for the development of pupils' literacy skills in the teaching of subjects such as history and information and communication technology, especially in the use of the subject specific vocabulary.
15. The numeracy strategy has been effectively introduced. This has resulted in the basic skills of numeracy being taught very effectively. Teachers are confident when teaching this subject, the three part lessons are well planned and the learning objectives shared with pupils. This makes pupils aware of what they are learning and in turn increases their interest and motivation. Teachers use a variety of interesting and 'fun' activities in the introductory warm up session where pupils' mental agility is put to the test and continued in the rest of the lesson. This was seen for example with a group of younger pupils with low prior attainment. The teacher used additional support, practical resources and simple strategies to make learning fun yet meaningful. Pupils as a result, began to recognise properties of three-dimensional shapes and gained a real sense of achievement when they were successful. Teachers continually support pupils' use of key mathematical vocabulary and this ensures that they understand and use these terms consistently in their work. Numeracy lessons are often lively and challenging for pupils although in some lessons, the pace slows after this initial introduction and pupils become a little restless. In other subjects than mathematics teachers give some effective support to the development of numeracy, as seen in science and information and communication technology.
16. The teaching of pupils with special educational needs is generally good. Teaching assistants are used effectively to support these pupils in all parts of lessons. They give good verbal support, quietly explaining teaching points so that pupils are fully included in lessons. They are professional and supportive in their work and encourage pupils to work independently. Opportunities for pupils to work in very small groups to play language games for example, are effective. Teachers plan closely with teaching assistants and work is closely matched to both lesson content and pupils capabilities. Targets on pupils' individual education plans are specific and as a result all pupils including those with more complex learning needs are well supported so that they make good progress both emotionally and academically.
17. Teachers generally have secure subject knowledge across most areas of the curriculum. They use their expertise well in lessons such as information and communication technology, history and art to enthuse pupils and to keep their level of interest and concentration at an appropriate level. Lessons are well planned with good details about the learning objectives and how these are to be achieved. During the course of the lesson teachers often remind pupils of the objectives. This is an effective strategy because it keeps pupils focused on their work and gives them an insight as to how well they are learning. The concluding parts of the lessons are generally well developed; to share work that has been done, correct any misunderstandings, celebrate pupils' achievements

and often set the scene for the next lesson. This was seen to very good effect in an information and communication technology lesson when pupils after interrogating databases were well prepared for future work on the Internet. As a result, they were eager for the next lesson.

18. In information and communication technology, mathematics and science, a good variety of teaching strategies enable pupils to work independently. Good use is made of technical terms, this together with high expectations, results in pupils progressing rapidly in lessons. Teachers encourage pupils to explore and investigate independently, ensuring that pupils are motivated and develop confidence to extend their knowledge. Increasingly, teachers support literacy and numeracy work very effectively in other subjects. Opportunities to write in different styles, research a variety of texts or interview visitors in history for example, or to use measures and graphs to support work in science are effective and not only enable pupils to practise and refine their work but also to understand how important these key skills are in their overall learning.
19. Classroom management and the quality of relationships between teachers and pupils is very good. Consequently pupils show a readiness to 'have a go' in lessons and try hard to succeed. This was seen in swimming lessons when pupils really tried hard to improve their strokes and again in art, when pupils concentrated for long periods practising and refining their skills in response to sensitive and encouraging support from teachers. Overall teachers' use of ongoing assessment is satisfactory. They usually provide appropriate verbal support in lessons and handle misconceptions sensitively. For example, teachers often modify their questions or provide more challenge or opportunities for further practice as required. Ongoing praise and constructive criticism also helps pupils to improve their work. There is also some exemplary marking practice in the school. In these instances, pupils' work is marked in a supportive and constructive manner, celebrating success and identifying clearly, but very effectively, targets for improvement. This leads to an improvement in pupils' work and level of presentation. However, this practice is not consistent across the school. There are instances when pupils work is marked in a cursory way and little guidance is given as to what a pupil needs to do to improve.
20. Teachers set regular homework tasks that are interesting and encourage pupils to develop a sense of enquiry as well as opportunities to practise basic skills such as spelling and reading. In mathematics for example, pupils during the inspection, took home graphs to explore and in history pupils were asked to talk about their interviews with Second World War veterans so that they could share experiences and develop an understanding that 'we are all a part of history'. As a result homework adds quality to pupils' learning.

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

21. There is a good quality range of learning opportunities within the curriculum and the appropriate statutory curriculum is in place. At the previous inspection the curriculum was judged as satisfactory, with concerns over the balance of time offered to teach subjects other than English and mathematics and issues in information and communication technology. Progress since the last inspection in developing the curriculum is good. In the main there is sound breadth and relevance to the learning opportunities provided, and several subjects are appropriately balanced across the curriculum. Good links, for literacy, numeracy and information and communication technology, in science and history have had a significant impact on the quality of the curriculum. However, in art, design and technology and religious education, there is not enough time devoted to these subjects and the way in which music is organised is not effective in developing the pupils' skills and techniques in singing and performing consistently.
22. All subjects in the National Curriculum meet requirements and there are policies for all subjects and personal, social and health education. The locally agreed syllabus for the teaching of religious education is followed. There are good strategies for the teaching of literacy and numeracy. There are schemes of work for all other subjects in the National Curriculum, which mainly follow national guidance, with some input from commercial schemes. Due to the organisation in the school of mixed age classes a two-year 'rolling' programme is used for subjects other than English and

mathematics. Literacy and numeracy are offered to the pupils in attainment sets, which generally provide a good match of activities and tasks to the differing levels of prior attainment. There are good links to other subjects; this is an area in which the staff have worked effectively to produce a cohesive and comprehensive approach to integrating subjects and maximising learning opportunities. This has resulted in good headway in the way the curriculum is delivered and the staff are continuing to think creatively about how to organise learning opportunities in future.

23. There is a very good range of extra-curricular activities provided, especially on 'Club Night'. The changeover from the formal school day to the clubs operates in a 'seamless' way, with a very good proportion of pupils taking up the opportunities to attend clubs which interest them. The programme of clubs is offered over a six-week block and then pupils are able to move on to other clubs. These include football, netball, cookery, art and information and communication technology; there is also a yearly residential trip for Year 6. There are good levels of inclusion within the school overall and pupils learning English as an additional language are given effective support in subjects, which supports their good progress. The way in which pupils, especially those identified as having special educational needs are included in the range of learning opportunities is good, although sometimes pupils in lower prior attainment sets for English are not sufficiently challenged to achieve their full potential.
24. The provision for personal, social and health education is good and the staff adhere effectively to the well-written scheme of work, which is comprehensive and detailed. The work is used effectively to develop the pupils' ideas about a wide range of issues, concerned with health and social conscience. Citizenship is incorporated in the scheme and there are links to spiritual, cultural and moral aspects of living in a democratic society. The school council, with representatives from each class offers the pupils good experiences in taking responsibility and being involved in the decisions about the school community. The DARE (Drug Abuse Resistance Education) project is part of the school's programme for personal, social and health education and there is a programme for general health issues, including sex education, in conjunction with the local nursing officers. In each class time is set aside for discussion about issues relating to personal, social and health education, for example in Year 5/6 the pupils discuss their opinions and feelings about stealing and debate whether stealing is right or wrong, in a mature and sensible way. There are policies for sex education and drugs awareness, but these are in draft form.
25. The contribution of the community to pupils' learning is good overall, with some excellent examples of local people being involved. For example, during the inspection senior citizens came into the school to share their memories and experiences during the Second World War. There are good relationships with the school's partners in education, the local infant and secondary schools. There is good liaison between both establishments, as the staff meet regularly with the infant school staff, and there are good links with the secondary school. Pupils from the secondary regularly come into the school, for example to help on 'Club Night'. There are some good links with organisations in the local area, such as the 'Top Club' which is linked to the recreation facilities for the old colliery, the leisure facilities where the pupils use the swimming pool and pupils also make contributions to the local news in the 'Calverton Echo'.
26. The provision for the pupils' spiritual, moral, social and cultural development is good overall and has improved since the previous inspection, when it was judged as satisfactory. The provision for spiritual development is satisfactory overall. Whilst the assemblies held in school meet the statutory requirements for a collective act of worship and offer periods of quiet reflection and prayer, class assemblies held once a week, although effective in promoting the pupils' personal and social development, are not acts of worship. In whole school assemblies there are opportunities to contemplate; for example sometimes staff share their experiences, such as of coming to school and pausing for a few moments to admire an autumnal sunrise, but these are not consistently reinforced across the school. In history the events of the Second World War provided very good moments of reflection and sadness. Music is also used in assemblies and played in the entrance hall of the school on a regular basis to set a quiet and peaceful atmosphere. The personal, social and health education programme is effective in supporting the development of the pupils' ideas about a range of beliefs and values, moral dilemmas and the consequences of actions on others. The scheme of work also incorporates 'ultimate questions', for example

considering 'why we are here?' and 'what happens to us after we die'. The school is visited regularly by members of the local churches in the area and takes part in events on the religious calendar, such as Christmas and Harvest.

27. The provision for moral development is very good overall. The time set aside for personal and social development in classes is used very well to illustrate the importance of being honest, not letting others down and the impact of our actions on the lives of others. The importance of honesty and trust is emphasised, within an atmosphere of mutual trust and respect. There are very clear sanctions for behaviour and the pupils are very well aware of what is acceptable and also behaviour which is inappropriate. There is a merit system and a discipline book, which are consistently applied throughout the school. The opportunities for school journeys also add to the social experience and development of pupils.
28. The provision for social development is very good overall and pupils often work together in pairs or small groups. They work together co-operatively for example in experimental work in science. Respect is given very good emphasis in lessons and relationships within the school are very secure. There is a school council, with representatives from each class and the pupils are learning about society and democratic rights. The 'Club Night' is extremely effective in developing social skills and an awareness of others. Pupils from the nearby secondary school contribute to this, sharing the social occasion of clubs very well with the pupils. The procedures in the dining hall at lunchtime are very carefully monitored by the dinner staff to ensure that sociable behaviour and good manners are promoted.
29. The provision for cultural development is good overall, with effective links to other subjects, to enhance the pupil's awareness of culture in history and music. For example, in music the pupils' study musical styles of the past and also more recent times, such as classical, jazz and rock. In art, the pupils study the works of painters and also more unconventional artists such as Andy Warhol. Through the programme for personal development and religious education, the pupils study different faiths and backgrounds, the assembly themes relate to different cultures, traditions and beliefs and a range of festivals and celebrations are acknowledged in the school. Nevertheless, the understanding and awareness of the cultures found in the rich diversity of society are insufficiently developed. There is a good emphasis on positive images of other cultures and backgrounds, for instance in the entrance hall there are attractive displays of greetings in different languages and sometimes staff address pupils in other languages. For example, saying "good afternoon" in French or Spanish, although this effective practice is not consistent across the school.
30. Overall the curriculum has been improved considerably and the good range of cross-curricular links and extra-curricular activities have had a beneficial effect on the learning opportunities the school offers. The next steps are to ensure that the curriculum is sufficiently balanced across all subjects and to utilise the opportunities provided in other subjects to develop literacy, numeracy and skills in information and communication technology further to raise standards.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The overall quality of care on a personal level is very good and the procedures for assessment enhance this care as pupils are made aware of their progress. However, there are issues in the overall management of health and safety which require attention.
32. The school has worked hard to develop its approach to monitoring pupils' academic performance and it now has good procedures for assessing pupils' attainment and progress. These include detailed assessments on entry to the school in Year 3, and regular assessments in English, mathematics and science, which are effectively linked to National Curriculum levels. Outcomes are used to inform whole school and class targets, to establish setting arrangements for English and mathematics, and to identify groups of pupils for additional support or more challenging work within booster classes. In addition, this data is used effectively to track the progress of individual pupils in these subjects. The school has begun to use this data to ask itself some very relevant

questions concerning meeting the needs of all its pupils and it analyses the data carefully in order to provide relevant information regarding their overall performance.

33. The use of assessment information is satisfactory overall, and is well developed in English and sound in mathematics. Individual literacy targets, for example, are set for all pupils, shared with them and reviewed regularly. In some classes very good practice has been developed, when the teacher not only marks pupils work referring to these targets, but also uses target stickers in books to highlight, quite clearly, what they need to do to improve their work further. However, this very effective strategy, that supports learning, is not consistent across the school. The school has identified that the good practice of individual target setting should now be extended to other subjects and a more consistent whole school approach established to marking. In addition the use of assessment data in relation to National Curriculum levels, in subjects other than English, mathematics, history, science and information and communication technology, whilst satisfactory, is less well developed. As a result, teachers tend to concentrate on subject coverage rather than on planning tasks that closely match pupils' capabilities.
34. The good provision for pupils with a statement of special educational needs found at the last inspection has been maintained despite the heavy workload of the co-ordinator. All procedures are carried out according to the revised Code of Practice, with parents and pupils fully involved. Support staff are professional and caring in their duties and this ensures that pupils with more complex learning difficulties are fully included into the life of the school.
35. Procedures for monitoring pupils' personal development are good. Teachers know pupils well and provide very good role models within a community in which everyone is valued as an individual. Pupils are confident that they may approach staff with any problems and they feel that they are well supported. Throughout the school pupils have opportunities to display independence and initiative. There are good opportunities for them to develop their independent learning and research skills through, for example, their use of the library to support topic work. The good personal support and guidance, which teachers provide, assists all pupils to develop their independence within a supportive community and to benefit from the opportunities offered. Outside agencies and education specialists provide good support and advice.
36. The procedures for monitoring and promoting good standards of behaviour and eliminating oppressive behaviour, are very good. These have improved since the time of the previous inspection and are effective in achieving good standards of behaviour and addressing concerns about the behaviour of individual pupils. The use of rewards, praise and sanctions is generally consistent throughout the school and benefits the learning of all pupils. Pupils believe that teachers are fair and are aware of the high expectations of staff and respond well. There is a very positive approach to dealing with any concerns about bullying or oppressive behaviour, fully involving parents. Pupils know that they can turn to a member of staff in the case of any difficulties. However, neither pupils nor staff report any incidents of systematic bullying or oppressive behaviour and most problems surround relationship breakdown. The effectiveness of the strategies employed ensures good standards of behaviour and very good personal relationships which, together, have a positive effect on pupils' learning.
37. Procedures to monitor and improve attendance are unsatisfactory whereas, at the time of the last inspection, they were judged to be good. The issues identified, during this inspection, were that registers are not always fully completed and some corrections are made using correcting fluid. In addition, registers are left in classrooms throughout most of the day which could present difficulties in checking who is present in the event of an emergency evacuation of the building at, say, lunchtime. Unless the school is aware that a pupil is responsible for coming to school on their own, there is no procedure to make contact with parents on the first day of absence, although parents are very good at informing the school of absences. Parents are encouraged not to remove pupils from school to take holidays during term time and, in particular, during the period when national tests are being taken. Other than in exceptional circumstances, holidays in excess of two weeks are not authorised. The school works in close liaison with the educational welfare officer who provides effective support in the case of any concerns.

38. Child protection procedures are satisfactory and comply with requirements. The school uses the local area protection committee guidelines. The headteacher, who has undertaken appropriate training, is responsible for child protection and all staff are aware of the procedures to be followed in the event of any concerns. Staff are provided with in-service training but insufficient guidance is given to other adults who help within the school. There are good liaison arrangements with outside agencies and the school is vigilant in exercising its responsibilities. There is an appropriate policy for the use of restraint in cases when it is necessary to prevent children from harming themselves or each other.
39. There is a satisfactory awareness of safety throughout the school and, although there has been some improvement in the arrangements for managing health and safety since the last inspection, further training is required to enable work in this area to be developed. The school has an appropriate health and safety policy and teachers are successful in ensuring that pupils have a good understanding of safety issues. The school carries out regular safety audits and is beginning to develop and document a portfolio of risk assessments. Informal risk assessments are carried out but are not recorded. Evacuation procedures are practised each term. Since the last inspection, action has been taken to ensure that the testing of all equipment, including electrical appliances, is regular and that it is checked visually. Any defective equipment is taken out of use immediately. Arrangements for first aid are good and show an improvement since the time of the last inspection, when no staff had been formally trained. Two staff hold current first aid qualifications and are designated as first aiders, ensuring that adequate support is available throughout the school day. Good care and support is provided to those pupils in need of attention. Serious accident records are good and minor accidents are recorded appropriately with governors checking and signing accident records. Parents are appropriately advised of accidents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS AND CARERS?

40. The effectiveness of the school's partnership with parents and carers is good and has improved since the time of the last inspection. Since then, the headteacher and staff have made improvements in the overall quality of information provided for parents and carers and in seeking to involve them in the life and work of the school, to support pupils' learning.
41. The overall contribution of parents and carers to pupils' learning is satisfactory. The school works hard to involve them in supporting their children's learning and the school community. This partnership is reinforced by a home/school agreement which has been signed by the significant majority of parents and carers. Whilst some of them provide good support for their children's learning, encouraging them to develop good learning habits by, for example, reading regularly at home, a minority are not sufficiently supportive of their children's learning.
42. Those parents and carers who responded to the pre-inspection questionnaire and the two parents who attended a meeting with the Registered Inspector, to which all parents and carers were invited, were very positive about the school and the education which it provides and were almost unanimously pleased that their children like school. Responses to the questionnaire show that parents and carers are very pleased with most aspects of the school and in particular, they believe that teaching is good; they feel comfortable in approaching the school with concerns or problems; they feel that the school helps pupils to become mature and responsible; they consider that the school expects pupils to work hard and that pupils make good progress. However, a minority wanted to see improvements in the range of extra-curricular activities, and a minority felt that arrangements for homework could be improved and that better information could be provided to parents, particularly about pupils' progress. Inspectors' judgements support the positive views expressed, and were unable to support the concerns. Inspection evidence showed that the range of activities outside lessons is very good and that homework is used effectively.
43. Information provided, particularly about pupils' progress is satisfactory overall. Parents and carers receive an annual progress report and are invited to attend two consultation meetings with the opportunity to have a further meeting with staff at the end of the summer term. Consultation

meetings are very well attended. The annual reports are satisfactory but, although they are written with great care, they do not always provide a sufficiently clear picture of progress that pupils have made and identify clear targets for improvement, which could help parents and carers to understand how they can support their children. In appropriate cases, reports comment on how pupils' attitudes could be improved or built upon to benefit their learning. Throughout the school, staff, including the headteacher, are readily accessible and the 'open door policy' is appreciated. Information about events and activities is good but information about homework arrangements and curriculum topic areas is inconsistent. It does not always provide clear information to enable parents to understand how much homework their children should be bringing home, or how family outings and regularly reading with their children can support learning. Frequent newsletters provide good information about the life and work of the school, encourage parental involvement and detail key dates.

44. The Friends of Sir John Sherbrooke School, run by a small but very hardworking group of parents, raise money and provide practical support. They organise events such as fayres and a "leavers' disco" as well as involving the school in local activities such as the "village get-together." Recently, they have been able to help with refurbishing the foyer and the decorating and development of the new library facility. The role which some parents and carers play in the life and work of the school and the support which they provide, is valued by staff and pupils and makes a positive contribution to pupils' learning and to their personal and social development. A small number of parents provide effective assistance in classrooms and the school is currently seeking to encourage more parents to help in this way.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Leadership and management are now effective and governance satisfactory. There is now a shared commitment to succeed in improving further the standards and overall quality of education. The last inspection report referred to serious weaknesses in the leadership and management, particularly in the role of the headteacher and the governing body. Subsequent monitoring reviews referred to improvement taking place in the overall leadership and management of the school and it is now secure. The headteacher has developed a more rigorous approach to monitoring and evaluation and he has a very good partnership with his senior management team of the deputy headteacher, the senior teacher and the school administrator. Together they form a collegiate team which has done much to initiate and support improvement. They have been well supported by the local education authority in their work but they are now capable of leading and managing the school without significant ongoing support. Overall, the work of subject co-ordinators is satisfactory, with some good and outstanding practice and they are well supported in their monitoring of teaching and learning and standards, by senior staff.
46. There have been significant changes in the membership of the governing body in recent months. After the local education authority review most governors resigned. Only two of the original governors now remain and although appointments have been made, there is not yet a full complement of governors. Whilst there is a significant amount of learning to be done by governors, they are very aware of their limitations and are taking the appropriate action to remedy their shortcomings. They are very perceptive and supportive; as a body the governors are fully aware of the strengths and weaknesses of the school. The Chair has a very clear view of how the governors need to work in partnership with the senior staff but also amongst themselves. The governors are beginning to contribute to the planning process by developing a strategic overview and bringing to discussions a range of experience. The short time since the new governing body was established prevents them from fulfilling all of their statutory duties for monitoring the standards and quality of education but they are aware of the relevant strategies and have the potential to remedy this shortcoming very quickly. Statutory requirements are not met for health and safety; although the kiln is not being used it nevertheless has no surrounding safety guard, and the accessibility of registers in case of an emergency is not consistently adhered to. Assemblies are of a good quality and comply with requirements for an act of collective worship but class assemblies, which comprise some very good examples of personal, health and social education, do not meet requirements. However, the aims of the school are being effectively met. In relation to the key

issue in the last inspection report and subsequent review, improvement in governance is satisfactory and has been affected by the radical change in membership.

47. Since the last inspection there has been a greater sharing of vision and commitment to raise standards of teaching and learning, supported by a focused development plan and targeted, prudent budgeting. This has had a positive impact on morale within the school. Improvement has been good in relation to management and in seeking to secure a better partnership with parents. The improvement for provision and standards in information and communication technology has been very good with exemplary aspects.
48. Development planning is effective and has been well developed since the time of the last inspection. It now extends over a four-year period, informing medium term planning and budget setting. Priorities are appropriately identified and correspond with the school's current needs. Success criteria are defined within the plan. Parents, pupils, staff and governors are increasingly contributing to the planning process through surveys, which ascertain their views on aspects of the life and work of the school, such as the school day and the development of the library. Since the last inspection there has been significant improvement in the management of finance. There is very good financial planning and control which is directed to supporting educational priorities, and forms the basis of development planning. The governing body, through the finance committee, monitors expenditure and the headteacher and school administrator look at the impact of spending decisions and specific proposals are costed appropriately. Priorities are related to raising standards of attainment, improving the learning environment and providing opportunities to involve pupils more in their own learning in areas such as information and communication technology. Additional funds, such as those allocated to support pupils with special educational needs and the standards fund, are used well and expenditure is very closely monitored. Issues identified in the last audit, completed in August 2000 have been addressed. The school has a best value statement and procedures for ensuring best value are good. Results and expenditure are compared with those of other schools within the same education authority and nationally. Taking account of the context of the school and the level of pupils' attainment on entry, the good quality of teaching and education provided, the good progress which all pupils make, the satisfactory standards which are currently being attained overall and the levels of expenditure, the value for money provided by the school is good.
49. There are sufficient staff with the appropriate qualifications and subject expertise to meet the needs of the curriculum and the pupils. Learning support staff are effective in their work. Staff development is well directed towards the needs of the curriculum, as for example, training in information and communication technology. The programme of supporting newly qualified or appointed staff is detailed and effective. These staff are well supported and monitored. The administrative staff make a good contribution to the daily life of the school, as do the site maintenance staff.
50. The accommodation is good. It meets the needs of the curriculum and pupil numbers. There is a dedicated dining area, specialist rooms for music and information technology and a good library. Access for disabled people is good. The buildings have been recently refurbished on the exterior but there are internal areas which require attention. The office accommodation is very poor; the headteacher and administrator are in rooms which were once shower accommodation and there is no adequate escape in an emergency. Good quality displays enhance the learning environment. Resources are good, especially for information and communication technology and they are used well overall. The use of new technology to support management and learning is good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff now need to:

- (1) raise the standards overall, but particularly in English and in religious education, by:

- improving pupils' literacy skills by ensuring that key vocabulary is always explained and used;
- by matching work in literacy more accurately to meet all pupils' specific needs;
- continuing to link opportunities for developing literacy skills in other subjects;
- ensuring that work in religious education covers all faiths in sufficient detail to raise pupils' awareness and understanding.

(Paragraphs: 1-7, 14, 18, 22, 51-58, 59, 67, 94-97)

- (2) address the imbalance in time in the curriculum to ensure that the foundation subjects receive adequate provision and that the programmes of study are taught with sufficient depth.

(Paragraphs: 21, 30, 71, 73, 75, 88)

- (3) extend the good practice in assessment which exists in the core subjects and in information and communication technology to all subjects across the curriculum so that:

- assessment reflect National Curriculum levels;
- target setting shows pupils how they can improve their work further;
- work set meets the differing needs of all pupils;
- reports to parents clearly identify progress made and targets for improvement.

(Paragraphs: 14, 19, 32, 33, 55, 95 –97)

- (4) improving governance, leadership and management by:

- maintaining and enhancing the consistency and rigour for the monitoring and evaluation of teaching and learning;
- developing the roles of the governors in their monitoring of the quality and standards of education.

(Paragraphs: 45-47)

- meeting the statutory requirement for a daily act of collective worship in all class assemblies;

(Paragraph: 46)

- ensuring health and safety shortcomings are addressed;

(Paragraphs: 39, 46)

- improving the security of registers and the monitoring of attendance at a whole school level.

(Paragraph: 37)

Minor key issues are:

- improve the quality of information to parents and carers in relation to work that is being done in all areas of the curriculum so that they can see how they may help their children's learning;

(Paragraph: 43)

- improve the opportunities for spiritual and multicultural development.

(Paragraphs: 26, 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	4	8	16	7	1	0	0
Percentage	11	22	44	19	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Y3-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	208
Number of full-time pupils known to be eligible for free school meals	43

Special educational needs

	Y3-Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	28

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.4

National comparative data	5.6
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National comparative data	0.5
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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
	2001	17	36	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	10	17
	Girls	27	33	23
	Total	40	33	50
Percentage of pupils at NC Level 4 or above	School	75 (75)	62 (70)	94 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	11	14
	Girls	29	28	28
	Total	42	39	42
Percentage of pupils at NC Level 4 or above	School	79 (66)	74 (71)	79 (70)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
149	0	0
2	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
1	0	0
1	0	0
0	0	0
54	0	0

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

Teachers and classes

Qualified teachers and classes: Y3-Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26
Average class size	32

Education support staff: Y3-Y6

Total number of education support staff	5
Total aggregate hours worked per week	91.5

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	483,978
Total expenditure	484,378
Expenditure per pupil	2,340
Balance brought forward from previous year	30,687
Balance carried forward to next year	31,087

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	207
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	42	2	0	0
My child is making good progress in school.	54	40	3	0	3
Behaviour in the school is good.	46	48	2	0	5
My child gets the right amount of work to do at home.	37	46	9	3	5
The teaching is good.	62	35	2	0	2
I am kept well informed about how my child is getting on.	34	52	9	3	2
I would feel comfortable about approaching the school with questions or a problem.	69	28	2	0	2
The school expects my child to work hard and achieve his or her best.	63	32	3	0	2
The school works closely with parents.	29	55	9	0	6
The school is well led and managed.	52	40	3	0	5
The school is helping my child become mature and responsible.	60	37	0	0	3
The school provides an interesting range of activities outside lessons.	29	35	15	2	18

The views expressed below are drawn from a minority of parents. Only two attended the pre-inspection meeting, although there was a sound response to the questionnaire, which gave a very positive view of the school. Inspectors firmly agree with all of the points that please parents most. Inspection evidence shows that the activities outside of lessons are very good. Inspectors consider that there are appropriate opportunities to keep parents informed about their child's progress and there is a good 'open door' policy. Homework is set and is of a satisfactory quality.

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

ENGLISH

51. Standards are improving and the number of pupils attaining expected standards has risen each year since the last inspection. In addition, the number of higher attaining pupils realising their potential is also rising because of the efforts to challenge this group of pupils. However, results from the 2001 and provisional results from the 2002 National Curriculum tests show that overall standards at the end of Year 6 remain below average. Inspection evidence confirms that despite improvements overall, standards remain below average at the end of Year 6. This is mainly because a minority of lower attaining pupils are not achieving as well as they might. Results were better than those achieved in mathematics but below those in science. Boys performed better than girls.
52. The school has worked hard to challenge higher attaining pupils and to improve overall standards. Robust analysis of results in national tests and additional regular assessments are used effectively to identify areas of weakness and to inform class and individual targets. Inspection evidence confirms that most pupils are below average on entry and with particularly very low standards in writing. The majority of pupils, including those with special educational needs and the very few pupils learning English as an additional language, make at least satisfactory and often good, progress and achieve well during their time in the school. However, some below average pupils, not identified as having special educational needs, sometimes make slow progress and are not achieving as well as they might. This is because teachers, in addressing the shortcoming in challenge for higher attainers listed at the last inspection, have not always adapted their teaching or planning sufficiently to fully meet the needs of the below average pupils, so that they improve their basic skills.
53. By the end of Year 6, most pupils have attained average standards in speaking and listening. Teachers work hard to encourage pupils to speak fluently and listen carefully and most pupils speak confidently about their work and life in the school. Above average pupils can express some forthright opinions and teachers encourage pupils to develop their ideas by asking questions that require more than one word answers. In one class, the teacher very effectively introduced a 'word of the week' and encouraged pupils to include this in their work. This not only motivated pupils but also increased their self-esteem when they successfully used the word when speaking. Opportunities to use drama and role-play are used well in English and other subjects, to develop pupils' skills. For example, in history, pupils dressed up as Tudors and answered questions about their life in that time. Pupils in another class interviewed visitors about their experiences in the Second World War, gaining relevant experiences about when to use more formal speech. Pupils with special educational needs are encouraged to act out parts of the book they are reading to gain understanding about the feelings of 'The Iron Man'. This ensured that these pupils could fully participate in the lesson. However, despite these opportunities less able older pupils find it difficult to express themselves clearly using complex sentences and remain using a restricted range of vocabulary.
54. The school has worked hard to improve reading standards and to develop a love of reading. A new library provides a quiet and interesting environment where pupils can read a wide range of books and magazines and pupils increasingly use information and communication technology for research. Displays where pupils can write about their favourite books, encourage pupils to share ideas and evaluate books they have enjoyed reading. Most pupils develop their reading skills successfully and at the end of Year 6, many pupils reach expected standards and some exceed them. These pupils read a range of texts fluently and are generally confident in reading unfamiliar words. They talk about their preferences and many read for pleasure on a regular basis. Higher attainers can discuss characters and refer to the text to justify their opinions. Average attaining pupils although quite fluent, tend not to check if the passage they are reading makes sense and

do not, as a matter of course, look up meanings of unfamiliar words in dictionaries. This prevents them from improving their written or spoken vocabulary further. Pupils with special educational needs have a range of books that interest them and at a level they can understand. Regular opportunities to read or to play word games with an adult appropriately support their developing skills and they make good progress. Lower attaining pupils however make slow progress as they do not always enjoy reading. This is because they have limited opportunities to read to an adult and have limited strategies to 'decode' unfamiliar words. Often texts and work used in literacy lessons is not sufficiently well matched to their needs and these pupils sometimes find it difficult to cope with the work. They remain hesitant, continue to make mistakes and do not gain pleasure from reading.

55. Standards in writing are below average and the school recognises that this is the weakest element of the subject. In response, individual writing targets are now shared with pupils and in some classes writing 'toolkits' are used very effectively to ensure pupils are aware of what is expected in different styles of writing. The decision to divide Year 5 and Year 6 into sets is also beginning to have a positive impact on standards. There is in general a positive and structured approach to the development of writing and pupils have a good range of planned opportunities to write in a wide range of styles both in English and in other subjects. By the end of Year 6, most pupils have gained a clear understanding of how to structure different styles of writing. The content of work by higher attainers is good and they use grammar and an interesting range of vocabulary to good effect. For example, one pupil, inspired by the work of Charles Dickens, wrote a description of Nottingham that stated that 'the fog was so thick you could cut a hole through it' and continued to create a sense of narrative pace and atmosphere in the work. Pupils are improving their drafting and editing skills and the study of vocabulary and sentence structure is ensuring that most pupils make good progress. Mistakes and misunderstandings are put right as soon as possible, spelling is practised daily and, most pupils are now more confident to spell unfamiliar words and are beginning to sustain their ideas when writing. Below average pupils are not making such good progress. Their work remains immature, spelling and use of grammar and punctuation is weak and pupils are unable to express themselves clearly in a written form. Teachers have recognised that these pupils remain attaining very low standards and have gaps in their knowledge and understanding. They are now beginning to adapt their teaching accordingly. However, there is still a need to improve the match of lesson content to pupils' differing needs and to use an increased range of teaching strategies and resources that will better support and motivate pupils. In particular, these pupils find it difficult to spell and read words that are more complex. They find learning spelling rules confusing. They would benefit from an approach that is fun, yet structured to motivate them to develop reading and spelling strategies.
56. Support for literacy in subjects across the curriculum is sound. Examples have been given above to show how opportunities are given in history and, in most subjects specialised vocabulary is well explained. Opportunities for writing are taken in history and in science. They are also taken in circle time in general discussions to encourage pupils to develop their speaking skills through the giving of answers in sentences rather than accepting one word answers. Teachers often model answers and also read aloud to encourage pupils' reading and speaking skills.
57. Overall the quality of teaching is good with some exemplary practice. Very good and excellent lessons are characterised by high levels of interaction between teachers and pupils, regular time targets, continuous reference to individual and group targets and a range of interesting activities that carry learning forward at a stimulating pace. There is effective use of the National Literacy Strategy. Overall teachers have high expectations of what pupils can achieve and engage pupils well in their learning. Teaching assistants effectively support groups of pupils and in particular ensure that pupils with special educational needs understand and participate in lessons. Relationships are good and pupils generally enjoy lessons and try hard to improve. Marking is used very effectively in some classes but this is not consistent and not all pupils clearly understand what they need to do to improve. Teaching of pupils in the lower sets is not consistent. Teachers are attempting to develop their strategies but require further guidance.
58. Leadership and management are good. In partnership with the headteacher there is effective monitoring. Assessment procedures have been well developed and staff are using these effectively

to produce targets and to inform their planning. Resources have improved and the new library is a positive development. Very effective links with information and communication technology have been developed and this is having a growing impact on standards as pupils use the time for drafting and redrafting their work. Since the last inspection improvement has been good. There is a clear commitment to further improvement and the school is well placed to address the weakness identified in this report.

MATHEMATICS

59. Results in the 2001 National Curriculum tests at the end of Year 6 were well below average as the proportion of pupils gaining the higher levels was below average. In relation to similar schools, results were below average. Boys performed better than girls. Results in mathematics were below English and science. In the 2002 tests, results show a higher proportion of pupils achieving better attainment and standards by the end of Year 6 from inspection evidence are broadly average overall and most pupils achieve well. Standards are better than the 2001 test results and mirror the 2002 results and reflect the better teaching and the overall application of strategies to raise standards. Standards on entry to Year 3 are below average overall, with a significant minority being well below. Potentially higher attaining pupils are now achieving well because they are being well challenged through work which meets their needs but also extends their basic skills and thinking. Average pupils achieve satisfactorily, and below average and pupils with learning difficulties achieve well overall because they are well supported through the effective partnership of the teachers and learning support staff.
60. Pupils in Year 3 and 4 are making good progress in their basic computational skills. The mental mathematics sessions at the beginning of lessons are sharp and improving pupils' skills in their tables, and in addition and subtraction. They have a sound understanding of shape, space and measure and can work in four digit numbers. The majority can handle data to draw a bar chart and then analyse it in appropriate detail. They are gradually acquiring the skill and knowledge to ascertain patterns. In Years 5 and 6, pupils have a good understanding of number bonds and can convert decimal fractions into the equivalent common fractions. Year 5 pupils displayed a good level of understanding about the properties of different triangles and use the names correctly. Year 6 enjoyed their lesson on probability in which they enthusiastically acquired a sound level of understanding from a numbered spinning wheel. This developed into a very good investigation. They can explain a numerator and denominator, mostly with assurance, although some pupils experience difficulties in giving extended answers. The use of information and communication technology is developing well and good links with the discrete lessons for information and communication technology shows that work done in mathematics is drawn on for the development of computer skills and their application in numeracy. Data handling in science and in design and technology provides opportunities for work in which pupils interrogate information and construct graphs.
61. The quality of teaching is good overall, with examples of very good teaching. Lessons are well planned with clear objectives for both the introduction and the main sessions. Good use is made of the National Numeracy Strategy but this is also modified as required to meet differing needs. The emphasis put on basic skills is good. Good planning ensures that there is work set across the differing attainment levels in the classes. There is a developing balance of work sheets, textbooks and investigations. The best lessons are characterised by very high expectations; overall expectations are good and this is a key factor in the improving standards. Similarly the good use of a range of investigations is developing pupils' thinking skills and application of techniques. Good use is made of time, support staff and resources. Homework is effectively used and a piece set in Year 4, on data handling, was very challenging and linked numeracy and literacy very effectively. Overall, pupils enjoy their lessons and teachers manage their classes well. This is helped by the approach to assessment so that pupils know how well they are doing, as seen in the targets set for Year 6. Marking is generally sound and some is of an exemplary quality, showing pupils exactly what they need to do to improve their standards.
62. Leadership and management are good. The co-ordinator is effective in monitoring and evaluation of teachers' planning and, in partnership with the headteacher, for classroom teaching. This practice

is also supported through the sound procedures for assessment, data from which is used to target for improvement. Improvement has been good since the last inspection, especially as developments in literacy and information technology had rightly been the school's priority. The co-ordinator is aware of the need to further develop staff expertise but has a clear vision and the strategies for future development.

SCIENCE

63. The results in the 2001 National Curriculum tests were average in relation to all schools and compared to schools in similar circumstances were above average. Results in science were better than those in English and mathematics. There has been a trend of improvement in results over the last three years, which reflects the national picture. The results for the 2002 tests endorse the previous results although no comparison can be made until national figures are published. Current standards by the end of Year 6 reflect these test results. Those pupils identified as having special educational needs and those learning English as an additional language make sound progress and also reach appropriate standards. The pupils come into the school with attainment which is below the expected level for their age and make good progress in their learning, due to good teaching and the effective use of resources.
64. The curriculum is well-organised and comprises of the expected elements, of applying scientific knowledge, observing life processes and living things, looking at materials and their properties, and forces. The curriculum is broad, balanced and relevant. The two-year programme, to accommodate the mixed age classes, offers an appropriate degree of progression, but sometimes the higher achieving pupils are not sufficiently challenged. However, the provision for pupils with special educational needs is good. There are good links in science with literacy and numeracy and effective links to other subjects. For example, In Years 5 and 6 the pupils study and investigate the suitability of different types of fabrics as 'black out' material, related to the history topic on the Second World War. The pupils displayed that they understood what a fair test is and could explain the difference between opaque, transparent and translucent and intensity in relation to light. In Years 3 and 4, pupils are studying materials for making bags and they were given good opportunities to test their ideas. Most pupils in Year 6 can measure accurately and record their results in table form. Higher attainers base their predictions clearly on earlier learning. They are developing their skills in plotting results in graph form and using them to identify trends. Pupils' knowledge of the major organs of the human body is sound. They can explain about gravity and magnetism. However, standards are still affected by the inability of some pupils to express their ideas and knowledge because of shortcomings in literacy levels.
65. The quality of teaching is good overall. The recent decision to cease using worksheets and replace these with exercise books is having a positive impact on the standard of the pupils' work It is leading to the better presentation of work, and recording of findings from independent investigative work. Teachers have secure subject knowledge. The teaching of basic skills is very well promoted through activities such as independent investigative work, experimenting, and testing a hypothesis. Teachers plan effectively and use good methods to reinforce learning. Lessons are well organised and generally there is a good match of tasks to meet pupils' differing needs. Occasionally, the pupils who learn quickly are not challenged enough in their learning, for example by adding more elements to their tasks to extend their thinking. Nevertheless teachers and learning support staff manage the pupils very well and keep them motivated and interested, with due regard to aspects of health and safety. For example, in studying light sources the pupils are very aware of safety measures, such as never looking directly at the sun. The pace of learning in lessons is good overall and support staff are effectively deployed and interact well with the pupils. Good use is made of assessment to evaluate pupils' learning, adjusting lessons to build on what the pupils already know and can do and leading them on to the next steps. There is good use of homework, which is set regularly to reinforce learning. However, the opportunities for the higher achieving pupils to work at a faster rate, and to have work which makes extensive demands of them, are not always sufficiently developed.
66. The pupils behave well in lessons and have positive attitudes and through independent work their personal development is being effectively promoted. There are good levels of inclusion, especially

when supporting pupils with special educational needs as there are very good opportunities offered to reinforce their learning and keep up with the progress their classmates are making. Scientific study is used well to promote the pupils' spiritual, moral, social and cultural development. There are some satisfactory links to information and communication technology, but these are still to be developed fully.

67. Leadership and management are satisfactory. Because of staff changes there is no co-ordinator in post at the moment, but the role is being fulfilled effectively by two senior members of staff. The subject is appropriately monitored and planning is checked for consistency and coverage. There are good assessment procedures in place, which are linked to the National Curriculum levels, the staff assess the pupils' progress regularly and use assessment opportunities to inform future planning and teaching. Science is not a priority on the school development plan but areas for development are acknowledged. These include further use of information and communication technology, developing more links with the community and to continue to develop the outdoor learning environment. Most importantly, the further emphasis on literacy and pupils' explanations of their findings is recognised as essential to raise standards overall. Improvement since the last inspection has been satisfactory with improving standards.

ART AND DESIGN

68. As found at the last inspection, standards are above average at the end of Year 6. All pupils, including those with special educational needs and those learning English as an additional language, make good progress and achieve very well in relation to their prior attainment when they started in Year 3. This is because the school places good emphasis on the subject and pupils are encouraged to be creative and original in their ideas.
69. By the end of Year 6, pupils have developed considerable skill and most use a wide range of media such as oil and watercolour pastels, fabrics, clay and different papers, to good effect in their work. As they move through the school, all pupils make good progress and more able and talented pupils produce work of a very high quality. For example, pupils in Year 5 experimented with mono prints for their proposed wire sculptures in the style of Karl Blossfeldt. Finished sculptures were of a high standard and carefully executed, some pupils showing considerable talent and individual style. Similarly, patterns from nature were depicted with detail and maturity with a good awareness of line and tone in their work. Throughout the school, pupils are using sketchbooks effectively to develop their initial ideas and to practice and refine their newly acquired skills. The subject is also used well to enhance learning in other subjects. In Year 3 for example, pupils made miniature clay portraits in Tudor style that showed a good awareness for detail. Pupils' enjoy these practical activities and concentrate for long periods, determined to improve and develop their ideas. They take great care in their work and enjoy experimenting with colours and different materials. Increasingly the use of digital cameras and computer technology is used to support the subject. In Year 6, pupils studying the work of pop artist Andy Warhol used digital images of pupils to create repeating pictures in his style, using broad bands of colours with increasingly good effect.
70. The teaching is good. Pupils are taught the necessary skills to become competent artists. They are introduced to a range of media and techniques, which very effectively support the development of their own individual styles as they move through the school. Teaching encourages pupils to examine different artists and pupils are able to describe their styles, more able pupils beginning to express personal preferences. Great importance is attached to celebrating pupils' achievements by displaying their efforts and different stages of their work, sensitively and creatively and there are many example of high quality work on display. Very good use is made of computers as pupils use appropriate programs.
71. Leadership and management are good. The co-ordinators, both talented artists, have worked enthusiastically to further improve the subject and enhance and develop both pupils and teachers' skills since the last inspection with good success. Monitoring is effective. Because of this work, standards are high but could be higher if current curriculum planning enabled pupils to work on

their topics for a longer period. It is to the credit of the staff that pupils produce good quality work within the current allocated subject time.

DESIGN AND TECHNOLOGY

72. Standards are average at the end of Year 6 and have been maintained since the last inspection. Pupils of all levels of attainment, including those with special educational needs, make satisfactory progress.
73. Throughout, pupils appropriately develop and refine their knowledge and understanding of materials and components and of the design, making and evaluation processes. Pupils in Year 3 and 4 investigated different packaging before designing and making their own paper carrier bags, some of which were of a good standard. By Year 6, pupils have further developed their skills and have increasingly used their knowledge from other subjects to support their work. For example, in Year 6 pupils used their understanding of pneumatic systems to create toys with a moving part. Care had been taken and some toys were of a good quality. In another project, older pupils used their understanding of materials and strengthening techniques, such as triangulation of joints, to produce wooden models of land yachts. On occasions, pupils evaluate their designs in relation to the intended purpose but this is not always well developed. In the short time allocated to the subject, there is often not time to develop this aspect of learning. Currently in Year 6 for example, pupils are beginning to research and then design their own shelters linked to their Second World War topic in history. With only two weeks left to design, make, test and evaluate their shelters not all elements will be fully developed.
74. Only one lesson was observed during the inspection, but from a scrutiny of pupils' work and teachers planning, teaching over time is at least satisfactory with some good features. In the lesson seen and discussions with pupils, it is apparent that they are enthusiastic about the subject and focus well in their lessons. Teachers, in the short time available, ensure pupils plan, develop their making skills and have high expectations. As result, pupils' finished work shows a great deal of care has been taken. Teachers have adapted the scheme of work to better suit the needs of their pupils and work is not overly directed, allowing pupils to develop their own ideas well, using their imagination and knowledge from other subjects.
75. The subject is satisfactorily led and managed by an enthusiastic and experienced co-ordinator, who has addressed the issues identified in the last inspection carefully. Resources are now more accessible and the use of information and communication technology has improved. However, limited curriculum time prevents standards from being higher and there is currently insufficient coverage of food or control technology.

GEOGRAPHY AND HISTORY

76. By the end of Year 6, standards in history are above average and in geography standards are average. Standards in geography have been maintained since the last inspection and attainment in history has improved and progress here is good.
77. In Year 5 and 6 history lessons, the pupils are learning about the Second World War and a good proportion of the pupils have already grasped relevant facts about the period. For example, that the war took place between 1939 and 1945 and that Neville Chamberlain was Prime Minister at the beginning of the conflict. There is good use of homework as, for example, when pupils were asked to share what they had found out about history at home and share any other information they discovered through these discussions. They are learning and considering how it must have felt to have been an evacuee during the war. Residents from the local community came into the school during the inspection and shared their wartime experiences with the pupils. The emotion of the events was captured and the pupils empathised very sympathetically with the feelings of people at that time. Pupils in Year 3/4 are learning about the Tudor period. In an excellent lesson in Year 3/4, the pupils responded very well and paid rapt attention to the role play performed by their classmates. The lesson had been very well planned and the resources provided gave them

realistic experiences of life during the Tudor period. Overall there is appropriate use of information and communication technology, with examples of very good practice using the Internet to glean more information and using tape recorders and a digital camera to keep a record of historical study.

78. The work seen in geography shows that the pupils study different environments and make comparisons, for example, between the physical features, climate, and human and economic differences, between the United Kingdom and Kenya. They can explain why different crops are grown as a result of temperature and rainfall. Pupils also understand the water cycle and the work of rivers and make appropriate references from their work on the features found in Derbyshire and Shropshire. From their study of pollution, they know how this threatens environments. In map work they understand grid references and can interpret symbols.
79. The quality of teaching in history is good overall. The teachers have a good grasp of relevant facts about the periods of history being studied and they research the topics diligently. They are teaching the pupils to develop research skills and to seek information from a variety of sources very effectively. For example on the topic on the Second World War, the pupils used a range of resource bases, such as newspapers of the period, books, the Internet and the first hand experiences of people in the local community. Planning and organisation of lessons are good, with a good range and variety of activities to support learning. The staff manage the pupils' behaviour very well and relationships are very secure, with mutual respect and understanding shown. Lessons are well paced and the resources available for history, which are good overall, are used well to support the pupils' learning. There is a good range of attractive artefacts available, which are used effectively in lessons. Those pupils identified as having special educational needs and those learning English as an additional language are well supported in their learning. The pupils are interested, keen and motivated in their lessons on history. They behave well, with positive attitudes and their personal development is well promoted through independent study and working co-operatively together. History is used well to promote the pupils' spiritual, moral, social and cultural development.
80. Because of curriculum arrangements no teaching of geography could be observed. Judgements on the quality of teaching in geography are based on a scrutiny of pupils' work and teachers' planning and through discussions with pupils and their teachers. However, from this evidence, teaching is satisfactory and the appropriate curriculum is covered. Resources are satisfactory and although information and communication technology is used, it is an area for further development. The pupils have positive attitudes to their work and generally work is well organised and presented well.
81. Leadership and management of both subjects are satisfactory. Monitoring and evaluation is carried out in partnership with senior staff. There are good procedures in history and satisfactory procedures in geography for assessing what the pupils have learned at the end of each unit of study and the staff are perceptive and observant of what the pupils have understood from lessons. Worksheets are not used as much now as previously and this is effective in encouraging independent work and promoting skills in literacy. There are good links to literacy and numeracy in history, for example in recording interviews and working out how much time has elapsed since certain events took place. There is some very good use of information technology in history, but generally this is regarded as an area for future development. The curriculum is well organised for both subjects, with good links to other areas, such as music and science and there is a two-year programme to deal with the arrangement of mixed age classes. Pupils in Year 6 attend a residential course, for example to the Peak district, which is of benefit, especially in geography. There are clear procedures for assessing the pupils' progress and their learning is assessed at the end of each unit of study. There is appropriate monitoring of plans and the pupils' work in history and geography and a firm commitment to continue to develop and improve both subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

82. The overall improvement in this subject has been very good since the last inspection and the standards being achieved by the end of Year 6 are average and pupils achieve well. A significant minority of pupils in all year groups, but particularly in Years 5 and 6, achieve above average standards and the potential for standards to rise further is good.

83. The full range of National Curriculum requirements are met and good use is made of the computer room, which is fully equipped with a network of Apple Macintosh computers and projector to support learning. Because of the high quality of teaching, pupils achieve well as they understand what they have to do and are enthusiastic workers. From Year 3 onwards good progress is made in acquiring the basic skills of computing such as logging on, using icons to open programs, saving work to disk and also printing their work. By Year 6, most pupils are competent in word processing although the shortcomings in literacy mean that not all have the skills to produce work which is of an expected level. Pupils can use spreadsheets effectively as seen in a Year 5/6 lesson where they had recorded different blood groups and were analysing their findings. Through effective teaching they were deciding what other characteristics they could add to their information to give further details. They are also competent in their use of programs such as ClipArt and desktop publish their work very competently. Pupils also make good use of the Internet to support their work, for example in history. There is also effective development of Power Point programs, although the development of control technology and sensing is at an early stage. This work leads to effective standards in illustrating written work, brochures and projects. Standards in the use of computer skills in other subjects is at least satisfactory. Good work is undertaken in history for the use of the Internet and in data handling work relevant to numeracy and science.
84. The quality of teaching is good overall with examples of exemplary practice. Through the effective support of the co-ordinator, teachers plan lessons well. The lessons all begin with pupils washing their hands to ensure that equipment is kept clean. Very good use is made of the projector linked to a laptop for teaching directly to the screen so that pupils can see exactly what they have to do and for teachers to exemplify their teaching points. Through the development of activities pupils are effectively encouraged to develop independent learning and this they do well, for example, in their decision making, as they use clip art, and in their ideas for adding to the information to be recorded in a database. Good support occurs for literacy as teachers explain the specialist vocabulary but also in ensuring that pupils spell correctly, although they know how to use a spell checker. Expectations are high and pupils respond well; they behave very well and care for their resources. Attendance at the extra-curricular session is good and this is well structured. The good use of the resources and effective planning of tasks, with good support from classroom assistants, means that pupils with special educational needs do well. The very few pupils with English as an additional language are well supported and achieve well.
85. Leadership and management are excellent. The co-ordinator has very good subject knowledge and she has used this to plan effectively for the development of resources and for the support of colleagues in planning lessons. A process of assessment is well developed so that teachers and pupils are fully aware of progress. Monitoring and evaluation are good and this leads to the high quality of support and development. The computer room and resources are very good although ventilation requires attention. Thus the key issue of addressing teachers' planning, time allocation, elements of cross-curricular support, training and financial support has been very well achieved since the last inspection.

MUSIC

86. Standards are average by the end of Year 6. Standards in singing and in performing and creating music have been maintained. A criticism in the previous report was that pupils had insecure knowledge of composers and their works. This aspect has been addressed well and the improvement overall since the previous inspection is satisfactory.
87. Pupils are learning at a satisfactory rate overall, including those identified as having special educational needs or learning English as an additional language. There are appropriate levels of inclusion. Pupils are acquiring basic skills very well, although the pace of their learning is sometimes not as effective as it might be. They are developing a good knowledge about musical terms and composers and their works. For example in Year 3/4 they are learning about the 'Pavane' a type of music from the Tudor period and this work is effectively linked to studies in history. In Year 5/6 the pupils are studying 'jazz' rhythms and are learning how to create these themselves. The pupils have a good knowledge of musicians, for instance that Gustav Holst wrote

the 'Planets Suite'. There are good opportunities provided to reinforce this type of work, as music features at assemblies and the staff make sure the pupils are aware of the titles of pieces of music. In singing, pupils maintain time well and sing tunefully with good understanding of pitch and rhythm. Music is used effectively to promote the pupils' spiritual, moral, social and cultural development, through music from other countries and pupils working together to create musical compositions.

88. The quality of teaching is satisfactory overall. The music specialist provides very good expertise and knowledge in creating music. There is good teaching of the basic skills, for example, holding beaters correctly when playing percussion instruments. The planning of lessons and singing sessions is appropriate, although opportunities are sometimes missed to provide 'warm-up' activities for pupils before they start singing. Teaching methods, the management of pupils and the use of assessment are appropriate and the good range of resources is used effectively. However, the large classes and the length of lessons are not effective and do not use the musical expertise that is available to best advantage. The arrangement of only two classes per week having a three-week block of music, for one whole afternoon is not effective, especially as this results in a six week gap in music for the remaining pupils; it has an adverse effect on the balance and continuity and progression. Nevertheless, the music teacher has good expectations for what the pupils can achieve and how they deliver their performances.
89. Leadership and management are satisfactory and clear records are kept of the pupils' progress. The tape recordings of the pupils' compositions are very useful in keeping a record of what they have achieved. There are plans to develop the use of technology in music further. There is a good range of resources which reflect music making in other cultures and they are in good condition and well maintained. The provision of a music room is an advantage in offering activities which do not disturb other pupils when they are working.

PHYSICAL EDUCATION

90. Standards are average by the end of Year 6. Pupils enjoy physical activities and all pupils including those with special educational needs, because of sensitive support, make at least satisfactory progress in developing their physical skills. Standards and provision have been maintained since the last inspection.
91. By the end of Year 6, pupils confidently perform sequences of movements in gymnastics and they work well with partners to create symmetrical movements and balances. Most pupils try hard to improve and develop their sequences created at different levels, although a minority of pupils need firm management for them to maintain interest. Pupils evaluate their performances and recognise how they can improve. They also recognise the need to warm up and the effects of exercise on their body when they compare their working and resting pulse rates. The use of a heart monitor reinforces this knowledge and understanding well. Games skills are also appropriately developed as they move through the school. Pupils in Years 3 and 4, were observed practising and refining their passing skills in netball. Most pupils concentrated well and began to use chest and shoulder passes successfully in a small game. Pupils catching skills were not as secure however. Older pupils pass footballs with growing control and apply these skills in small games, learning tactics such as marking and dodging. More able pupils gain success representing the school in competitions and some talented pupils benefit from professional coaching. All pupils attend weekly swimming lessons in Years 3 and 4. More able pupils swim confidently and are improving their strokes and breath control. Less able pupils are well supported by a professional swimming instructor and are gaining confidence to swim without buoyancy aids. Pupils with special educational needs are also well supported, enjoy being in the water and are a gaining in confidence. Overall standards in swimming are above average, but by the end of Year 6 all pupils are expected to achieve required standards
92. The quality of teaching is good overall although not all teachers are confident when teaching the subject. Lessons have clearly defined learning objectives and warm up sessions are brisk. Teachers encourage pupils to evaluate their work so that they quickly learn to identify what they need to do to improve. They use demonstrations by both adults and pupils well to reinforce the

teaching points so that pupils can see improvements take place during the lesson. In addition, they constantly monitor and evaluate pupils work, giving relevant coaching to individual and groups of pupils, so that all are given relevant support and guidance and improve during the lesson. Teachers work hard to ensure that pupils with special educational needs have an equal chance to participate in lessons and allow them to work with more able friends, developing all pupils' social skills well.

93. The subject is well managed. A good curriculum has been established that provides pupils with a wide range of activities. Outdoor and adventure activities are provided when pupils visit a youth hostel. Very good links with the local community enhance the quality of coaching available for pupils. No dance lessons were observed but this has been identified by the co-ordinator as an area for development.

RELIGIOUS EDUCATION

94. Standards by the end of Year 6 are below the expectations of the locally agreed syllabus. This is because there is insufficient time allocated to the work although the required curriculum is covered. Links are made to the class assembly time when pupils discuss a range of topics in relation to their personal development and elements of the syllabus include work on respect, morality and beliefs.
95. Pupils in Years 3 and 4 classes were acquiring a broadly satisfactory knowledge and understanding of how symbols are associated with different organisations and not least, different faiths. This was well structured through links with football clubs, which the pupils knew well, and then to the importance of the cross for Christians and the Star of David for Jews. Good links were made here to use computers to search the Internet for information. In Years 5 and 6, in a dedicated lesson and in a circle time lesson, good understanding and progress occurred in the pupils views of respect. They were capable of giving illustrations of how people should respect one another in terms of faith, values and morals and their understanding of world faiths was average. Much of the lesson was taken up by discussion, but a very good link was made to numeracy through the use of a Venn diagram to plot views and to see commonalities and extremes. The work scrutiny shows insufficient written recording and the over use of work sheets in the lower school. Whilst teachers know their pupils well and set questions in discussions to meet differing needs and pupils do respond well, they complete insufficient written work. This adversely affects their capability to have a source to recall factual knowledge and there are insufficient opportunities to develop their literacy. Pupils of differing prior attainment make only satisfactory progress. Overall, pupils do not have sufficient knowledge and understanding of how faith and belief impacts on the lifestyle and culture of members of different religious communities within the rich diversity of society. Whilst pupils are aware of, and celebrate, festivals such as Eid and Diwali, they do not have sufficient understanding of the significance of these festivals.
96. Only a small minority of lessons could be observed because of the timetable arrangements during the days of the inspection. Limited curriculum time has an adverse effect on standards. Teaching is only satisfactory. Lessons are planned, but there is insufficient variety to ensure that differing needs are met. Overall, pupils make only satisfactory progress because there is insufficient attention paid to world faiths other than Christianity. This is recognised and there are plans to review the arrangements for religious education and the personal and social education programme. Teaching in the circle time sessions was good, with reference made to beliefs and values, which supported pupils' spiritual, moral, social and cultural development.
97. The co-ordinator provides effective leadership and management in that she has initiated a policy review and is planning wider opportunities for assessment to inform planning and target setting and for the introduction of a wider range of visits and visitors. There is recognition that pupils' knowledge and understanding of the Christian faith is sound, but that development is required to ensure that they have a better understanding of other faiths and cultures to support their multi-cultural awareness. The review of provision has the potential to remedy shortcomings. Since the last inspection improvement has been satisfactory as there is now a co-ordinator in post and progress has been made in policy review and in establishing assessment.