

INSPECTION REPORT

**RICHARD WAKEFIELD CofE (C) PRIMARY
SCHOOL**

Tutbury, Burton-on-Trent

LEA area: Staffordshire

Unique reference number: 124281

Headteacher: Mr D Williams

Reporting inspector: Malcolm Johnstone
No: 21114

Dates of inspection: 27th – 30th January 2003

Inspection number: 248581

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Burton Street Tutbury Burton-on-Trent Staffordshire
Postcode:	DE13 9NR
Telephone number:	01283 239230
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend T Ganz
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21114	Malcolm Johnstone	Registered inspector	Physical education Educational inclusion including race equality	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13526	Richard Barnard	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?
21450	Daniel Kilborn	Team inspector	Science Art and design Music Religious education	How good are curricular and other opportunities offered to pupils?
20891	Sean O'Toole	Team inspector	Mathematics Design and technology Information and communication technology (ICT) Foundation Stage English as an additional language	
23566	John Iles	Team inspector	English Geography History Special educational needs	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Tutbury, near Burton-upon-Trent in Staffordshire. It is a larger than average voluntary controlled Church of England school for pupils aged from four to eleven years. There are 270 pupils on roll including 124 boys and 146 girls. The number on roll has fallen by about 30 pupils since the last inspection and indications are that the numbers will continue to fall since there is little new housing being built in the area served by the school. At the time of the inspection, there were 46 children attending full-time in the two reception classes (the Foundation Stage). Housing in the area is a mixture of private and council owned properties. Almost all the pupils are of white United Kingdom heritage with just over one per cent from other ethnic backgrounds. There are no pupils who have English as an additional language. Pupils' attainment on entry is below average. A below average proportion of pupils (six per cent) is eligible for free school meals. Fifteen per cent of pupils have special educational needs, including moderate and specific learning difficulties and emotional and behavioural needs. The proportion of pupils with statements of special educational needs (about three per cent) is above average.

HOW GOOD THE SCHOOL IS

This is a good school. Most pupils achieve well because teaching and learning are good at all stages. Standards are above average in science, history, singing and gymnastics and there are no subjects where standards are below average. The school is inclusive in its policies, outlook and practices, and is led and managed well. The school provides good value for money.

What the school does well

- The school is very well organised and managed and the headteacher provides strong leadership and direction
- At all stages, teaching and learning are good
- Standards in science, singing, gymnastics and history are above average
- There is good provision for pupils who have learning difficulties
- The very good provision for pupils' social and moral development impacts well on their good attitudes, behaviour and relationships
- The school is at the heart of the community and has developed a very good partnership with parents.

What could be improved

- The level of challenge in the work for the above average pupils
- The use of computers to support and extend learning in all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in October 1997. Standards and the quality of teaching have improved overall. The school has increased the proportion of pupils attaining high standards in National Curriculum tests, although there is still work to be done on this issue. The teaching of music is now much better than it was and all National Curriculum requirements in the subject are met. The provision and development of design and technology has been improved. The school has developed very good systems to track pupils' progress as they move through the school. The capacity for further improvement is good.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	2000	2001	2002	2002
English	C	D	C	C
Mathematics	D	C	D	E
Science	D	B	B	B

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

In Year 6, standards are now similar to the national average in English and mathematics and above the national average in science. Generally, there is no significant difference in the standards attained by boys and girls. Standards are high enough to be at least on a par with those in similar schools. Variations in the ability of different year groups largely account for the dip in standards in mathematics in the 2002 tests. This picture of overall standards is reflected in the work pupils were doing during the inspection and in the optional National Curriculum tests taken in Years 3, 4 and 5. The trend in the school's results has mirrored the national trend over the last three years and the school's targets for the next two years are likely to maintain the steady rise in standards. This represents good achievement for most pupils since on entry to the school attainment is below average. The achievements of the more able pupils are satisfactory overall but in most subjects, they could be doing better. In all subjects, pupils who have special educational needs achieve well.

In the 2002 National Curriculum tests for pupils at the end of Year 2, standards in writing were similar to the national average and had improved markedly since the year 2000. In reading and mathematics, standards in the 2002 tests were below the national average. Inspection evidence indicates some improvement and standards are now similar to the national average in all three subjects. Teachers' assessed standards in science as above average. This is confirmed by inspection evidence. Good teaching and learning in the reception classes cannot fully compensate for children's below average attainment on entry and while most children attain expected levels in personal and social, creative and physical development and in their knowledge and understanding of the world, most do not reach the expected level in communication, language and literacy and in mathematical understanding.

Standards in history, gymnastics and singing are above average throughout the school. In all other subjects standards are average. In information and communication technology, standards are as expected by the end of Years 2 and 6. However, pupils lack competence in applying their computing skills in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. At all stages, pupils like school and enjoy learning. They want to do well and please their teacher.
Behaviour, in and out of classrooms	Good in classrooms, assemblies and at play. Strong foundations are built in the reception classes and developed as pupils move through the school. There is little evidence of bullying, racist or sexist behaviour.
Personal development and relationships	Good personal development and very good relationships. Pupils show respect for one another and adults in the school. They are able to work well cooperatively and independently.

Attendance	Satisfactory. Attendance rates are affected by too many holidays taken in term time.
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Pupils are well engaged in the life and work of the school. They are involved in activities in the wider community as well as in a very good range of school clubs. These activities develop their self-esteem and confidence very well.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching and learning are good throughout the school. In the substantial majority of lessons that were good or better, teaching met the needs of the pupils well and they made good progress. There was a high level of consistency in the teaching. In only a few lessons was the quality of teaching and learning very good and teaching was very rarely unsatisfactory. Overall, teaching meets the needs of the pupils well and they make good progress. There is a high level of consistency in the teaching. In only a few lessons was the quality of teaching and learning very good and teaching was very rarely unsatisfactory. The teaching in the reception classes is good and in relation to their attainment on entry the children achieve well and are prepared well for work in Year 1. The staff plan and work together effectively and have good knowledge of the Foundation Stage curriculum. Basic skills in communication, language, literacy and mathematics are taught effectively although there is not enough emphasis given to developing the more able children's writing skills. The children are keen and effective learners who work hard and apply good physical, creative and intellectual effort. Teachers develop these qualities well as pupils move through the school. English is taught well and the teaching of mathematics is satisfactory with good features in many lessons. Science, singing, gymnastics and history are particularly well taught. In all subjects, pupils who have special needs are taught well. They receive effective additional support from teachers and classroom assistants.

Key strengths in the teaching across all year groups are teachers' knowledge and understanding, the teaching of basic skills, high expectations of behaviour, relationships and classroom management. Most resources are used well and the use of assessment to plan subsequent work is generally good. However, more development of this aspect of teaching is needed in order to match work more closely to the needs of the more able pupils.

Scrutiny of pupils' work across all the year groups indicates that the work of the more able pupils sometimes lacks sufficient challenge and there is evidence for this in the work pupils were doing in the less effective lessons. The scrutiny of pupils' work also reveals some inconsistency in the quality of presentation and marking. Computers are not used enough to consolidate and extend pupils' knowledge and skills across all subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and includes suitable time for all National Curriculum subjects and religious education. There is a very good range of extra-curricular activities including sport and music.
Provision for pupils with special educational needs	Good. There are effective systems for identifying and meeting individual needs early and there is good support for pupils in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual and cultural provision is good and moral and social provision is very good. All the staff set very good examples for the pupils to follow and there is a warm, friendly and welcoming feel to the school.

How well the school cares for its pupils	Good. A commitment to the welfare and care of all the pupils is central to the work of the school. The systems used to track pupils' progress and the use of the information to bring about improvement is mostly good.
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The school has developed a very good partnership with parents. The headteacher and staff are highly regarded. Parents have very positive views of the school and receive good information about what is happening. There is good parental support for the Parent/Teacher Association and for the many clubs and activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is well respected and leads and manages the school well. The senior management team provides effect support and together with the headteacher, monitors and evaluates the work of the school well.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties well and are developing their strategic role effectively. They have good understanding of the strengths and weaknesses of the school and support the headteacher very well.
The school's evaluation of its performance	The school has developed very good systems to track pupils' performance and to monitor and evaluate the curriculum. All staff are committed to improvement in their own performance.
The strategic use of resources	There is good strategic financial planning and a very good awareness of the effects of the falling roll on all aspects of the school's future. Most resources are used well. There is good understanding and application of best value principles.

The administrative, cleaning staff and midday supervisors offer very good support to the school. The school suffers from below average levels of funding and this limits the number of staff employed and the provision of resources to only adequate levels. The accommodation is satisfactory for the numbers on role, although the accommodation for children in the two reception classes is unsatisfactory. The toilet facilities are woefully inadequate for the numbers using them. At all stages, there is a shortage of computers and there is a limited range and number of books in the two libraries. There is a shortage of resources in the reception classes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress. • Teaching is good and children are expected to work hard. • Behaviour is good and the school helps children become mature • The school is well led and managed • They would feel comfortable approaching the school with a suggestion or concern. • There is an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • A few parents expressed some concerns about inconsistency in the setting of homework and a few parents felt that there was insufficient homework in Years 5 and 6.

Inspectors agree with the parents' positive views. In response to concern about homework the school has recently introduced a very good home/school diary, which includes the school's expectations with

regard to homework. This should help iron out any inconsistencies and clarify the school's position with regard to this issue.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Children start school with below average attainment for their age. The teachers provide an interesting curriculum which stimulates the children's learning and enables most to achieve well in all the areas of learning. Children with special educational needs (SEN) are supported well and this enables them to make good gains towards the targets in their individual education plans. Sometimes the more able children are not set challenging enough work in some aspects of writing and mathematics. Overall, however, the children are prepared very well for the next stage of their education. By the end of the reception year, most children attain the early learning goals in creative, physical, personal, social and emotional development and in knowledge and understanding of the world. The good teaching, however, does not compensate for the low attainment on entry, and most children are unlikely to attain the goals expected in communication, language and literacy and mathematical development.

2 In the 2002 National Curriculum tests for pupils at the end of Year 2, standards in writing were similar to the national average. In reading and mathematics, standards were below the national average. In comparison with similar schools, standards were similar in writing but below average in reading and mathematics. Over the past three years, standards in the three subjects have broadly mirrored the national trend with significant improvements in writing in 2002. In mathematics, pupils did particularly well in 2001 when standards were above average. While there was a dip in 2002 when standards fell below average, this was an improvement on the well below average standards in 1999 and 2000. Inspection evidence indicates some improvement for pupils who are now in Year 2. Standards are similar to the national average in all three subjects and there is no significant difference in the standards attained by boys and girls. In 2002, teachers assessed standards in science as above average and this is confirmed by the work pupils were doing during the inspection.

3 According to the average points scores* achieved by the school, overall standards have risen at a rate similar to the national average since the last inspection. In the 2002 National Curriculum tests for pupils at the end of Year 6, standards in English were in line with the national average, above average in science and well below average in mathematics. This was the same picture when results are compared with those achieved in similar schools. Over the past three years, pupils' performance in national tests has not fluctuated significantly from this position except in mathematics where standards were below average in 2000 and average in 2001. Inspection evidence, including the analysis of the school's good tracking of pupils' progress in optional National Curriculum tests in Years 3 to 5 indicates that current standards are high enough to be average in English and mathematics and above average in science. The differences in inspection judgements and national test results are explained by the difference in the abilities of the various groups of pupils taking the tests. There have also been improvements in the teaching of literacy and numeracy, more focused staff training, setting in mathematics and effective target setting and monitoring of performance by the headteacher. All these initiatives are bringing about a steady rise in standards. The school's improved targets for the next two years are likely to be reached. In some years, analysis of pupils' performance in national tests has indicated some differences in the standards attained by boys and girls. This is largely explained by marked imbalances in the numbers, for example, in 2002, 19 boys and 32 girls took the tests. In the work pupils were doing during the inspection, there was no significant difference in the standards achieved by boys and girls.

4 Given their well below average attainment in communication, language and literacy when they enter school, most pupils achieve well in English. By the end of Years 2 and 6, pupils' speaking skills are average and their listening skills are good. Standards in reading

are average and regular group reading sessions are helping to develop the confidence of the pupils. The teaching of phonics (sounding out letters) is good and by the end of Year 6, most pupils use this strategy successfully to read unfamiliar words. Not enough use is made of the school libraries and computers to extend pupils reading and reference skills. Standards in writing are average at the end of Years 2 and 6. Improving writing has been a key focus of the school and the benefits of this are reflected in the pupils' achievements in the 2002 National tests for pupils at the end of Year 2. Most pupils take pride in writing in an attractive style with a joined and legible script, although there are some variations in the quality of presentation of work and handwriting skills. Pupils write in a satisfactory range of styles and for different purposes. Standards in spelling and grammar are average at the end of Years 2 and 6. Pupils successfully apply their reading, listening and speaking skills to other areas of the curriculum, for example, geography, history and religious education but more use could be made of pupils' writing skills to support work in these subjects.

5 Most children start school with below average attainment in mathematical understanding. They make steady progress throughout the school and by the end of Year 6 standards are broadly average. Pupils achieve well in understanding addition, subtraction, multiplication and division and develop sound mental recall of basic number operations. The main weakness is in using and applying mathematics. Most pupils are not adept at solving mathematical problems or devising their own strategies to reach a solution. Pupils use their numeracy skills satisfactorily to support work in other subjects. They use their number skills and knowledge of data handling to give good support to work in science investigations and use their knowledge of shape, space and measures to give sound support to work in design and technology.

6 Pupils achieve well in science given their below average attainment on entry in their knowledge and understanding of the world. Pupils develop a good knowledge of life processes and living things, materials and their properties and physical processes. They achieve well in the skills of scientific enquiry. Pupils' achievements are satisfactory in most other subjects, except history, singing and gymnastics where they are good. While pupils develop satisfactory skills in basic computing, their achievements are restricted to a satisfactory level since they do not have the opportunity to use computers enough in support of their work in other subjects. Standards in science, history, singing, gymnastics and design and technology have improved since the last inspection.

7 Across most subjects, the achievements of the more able pupils are satisfactory and could be better. More should be expected of them in their group and independent work, even where they are grouped by ability. This area for improvement is evident in the scrutiny of pupils' work across all year groups and in most subjects and is reflected in the below average percentage of pupils reaching the higher levels of the national Curriculum in the 2002 tests in mathematics at the end of Years 2 and 6.

8 At all stages, pupils with SEN make good progress and achieve well. Teachers and learning support assistants (LSAs) work well together and support pupils to ensure their full inclusion in all aspects of the curriculum. Pupils' individual education plans are of good quality. They identify simple, achievable steps in learning which enable pupils to succeed. Older pupils are aware of their targets and have confidence in their teachers. Careful monitoring of pupils progress means that pupils can be taken off the SEN register when appropriate, for example, during the current term, one pupil had made particularly rapid progress and was taken off the register. Since the last inspection, pupils' achievements have improved since the number of learning support assistants has been increased and they have been deployed more effectively.

* Average points score – the levels pupils achieve in National tests are converted to points and used to compare a school's performance with schools nationally and with similar schools. The higher the level achieved, the more points are gained.

Pupils' attitudes, values and personal development

9 Children in the reception classes make good progress in their personal, social and emotional development and become well-motivated and interested learners. The children respond well to adults and are very keen to please their teachers. They are friendly and open and have good manners and social skills. They work and play happily together. They particularly enjoy acting and music lessons. Pupils who have SEN have good attitudes and behaviour and are keen to improve. They help to assess whether they have achieved a behavioural target, for example, to sit quietly on the carpet and not disturb other children. Pupils with a statement of educational need are rewarded effectively for good behaviour in line with targets in their individual educational plans.

10 In Years 1 to 6, pupils' good attitudes to school, their behaviour and very good relationships with staff and each other have a positive impact on their achievements and personal development. This is a similar picture to that reported at the previous inspection and has been maintained as a result of the very good provision for their moral and social development. Their parents and the pupils say that they enjoy coming to school and pupils speak confidently about how they feel happy and valued at school. They respond very well to the wide provision of extra-curricular activities and this helps them develop self-esteem and confidence and has a very positive impact upon their achievements especially in science, sports and music. In the large majority of lessons, pupils show a good interest in their work and want to do well. They are particularly keen and enthusiastic in science, physical education and history lessons. This good work ethos was demonstrated well in a Year 3/4 history lesson where very good teaching about Egyptian mummies fascinated the pupils and they were keen to gather further information from reference books.

11 Behaviour is good. There has been only one temporary and no permanent exclusions over the last two years; a figure well below the national average. Behaviour in assemblies and at playtimes is good. In the playground, the pupils benefit from the wide range of interesting activities provided. Pupils are developing a good sense of fairness and awareness of the impact of their actions on others. They know the parameters set in the school rules and respond well to the consistent approach to behaviour management from all staff. No bullying was observed during the inspection and pupils show no concern about potential issues in relation to oppressive, racist or sexist attitudes or behaviour.

12 Pupils' personal development is good. Most pupils are able to organise themselves and take responsibility for their own work. Pupils undertake a good range of duties and responsibilities, for example, when acting as Playground Friends, House Captains and members of the Green Team. Pupils' independence and self-confidence is developed well, for example, through the provision of residential visits and clubs. Pupils are well engaged in the life of the school and the local community. Independence in learning is limited for some pupils by the lack of opportunities provided in lessons to use computers or the library.

13 Most pupils show a good aspiration to learn and are particularly keen to discover things in practical lessons such as science or to perform such as in singing and gymnastics. For instance, in a Year 3/4 science lesson, pupils were fascinated by worms and how they move. They treated them with respect and handled them carefully. They are developing a good appreciation of moral and social issues and are developing a particularly strong awareness of environmental issues. Their appreciation of music and culture, including multi-cultural aspects, is developing well with good stimulation from the school, especially from the wide range of clubs.

14 Relationships are very good throughout the school. Pupils are friendly and chatty. They get on well together and help each other. Very good relationships between staff and pupils in lessons help pupils in their learning. For example, in a Year 5/6 science lesson, the very good relationship between the teacher and pupils contributed very well to an excellent discussion on experiments. This helps pupils understand the nature of reversible and

irreversible changes to materials. Pupils co-operate very well in pairs and groups. A good example of this was seen in a Year 3/4 physical education lesson where pupils very good work in devising dance sequences in groups of two, three and four enabled them to produce imaginative sequences that reflect the atmosphere of the music played.

15 Levels of authorised and authorised absence are satisfactory and similar to the national average. Most pupils arrive promptly and lessons start on time. The main reason for absence is parents taking holidays in term time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT

16 The quality of teaching has improved since the last inspection. There is a markedly higher proportion of good teaching. Teachers' planning has improved although weaknesses in the planning of work to extend the more able pupils still remain. Assessment is markedly better and is used more effectively to plan subsequent work. Teachers' knowledge and teaching in science, music, history and physical education has improved and is now mostly good. Very good use of specialist teaching in music has a marked effect on pupils' achievements. In the lessons observed across all subjects and stages, teaching was good or better in about seven out of ten lessons. In these lessons, the teaching met the needs of the pupils well and they made good progress. There was a high level of consistency in the quality of teaching across all stages. In only a few lessons, however, was the quality of teaching and learning very good. Teaching was very rarely unsatisfactory.

17 The teaching in the reception classes is good and contributes to the children's good progress in the areas of learning. The staff work together effectively and have good knowledge of the Foundation Stage curriculum. They plan interesting activities and take mostly careful account of the needs of children of different abilities. The children with statements of special educational needs are supported well and this guidance enables them to participate fully in lessons. Staff focus very well on promoting the children's personal, social and emotional development. The very good relationship between the children and all adults is a key strength of the teaching and builds children's confidence and self-esteem very well. The teaching of early literacy and numeracy skills is mostly effective although there is not enough emphasis given to developing the more able children's writing and mathematical skills. The children are keen and effective learners who work hard and apply good physical, creative and intellectual effort.

18 The teaching of English is good and most pupils achieve well. The National Literacy Strategy is well established and forms a strong base for the planning of pupils' work. The consistency it provides enables skills in reading, writing and speaking and listening to be developed progressively as pupils move up the school. Lessons begin with an effective whole class introduction, group and independent work and a whole class recap session. These are mostly successful in helping pupils acquire skills, knowledge and understanding. On some occasions, the work given to the more able pupils is not sufficiently challenging and does not extend learning beyond a satisfactory level. Teachers make good links between reading and writing and the good teaching of phonics has helped pupils develop the confidence to tackle unfamiliar words successfully.

19 The teaching of mathematics is satisfactory overall with good features in many lessons. The teachers make appropriate use of the National Numeracy Strategy when planning lessons and have benefited from training and guidance from the headteacher and subject leader. Lessons are well structured and include a balance of instruction and opportunities for the pupils to practise new skills and techniques. Effective whole class sessions at the beginning of lessons have helped to improve pupils' mental skills. Setting pupils by ability in Years 3 to 6 works well in enabling teachers to plan a more focused range of activities. However, within most sets there is insufficiently challenging work for the more able pupils who often cope too easily with the tasks.

20 Teaching and learning in science are good with teachers throughout the school providing good opportunities for pupils to learn from practical activities. Good planning ensures that all the elements of the science curriculum are developed well from year to year and this enables pupils to develop a wide knowledge and understanding of the subject. Teaching in art and design, design and technology, ICT and geography is satisfactory and in religious education it is good.

21 The teaching of pupils who have SEN is good. The teachers identify any problems early and effective action is taken to address these. SEN pupils work well with teachers and LSAs who often model work for pupils to discuss and learn from. Effective one to one support enables all pupils, whatever their individual needs, to take an active part in all lessons. In whole class activities, for example, they are prompted and helped to respond to questions, and in group sessions, they are encouraged to work cooperatively and productively with others. The school has some good computer programs to help these pupils develop work in literacy and numeracy but these are not used enough.

22 Across all subjects and stages, key strengths in teaching and learning are:

- a well established work ethic in lessons that results in good pupil involvement in all activities and a desire to improve
- use of questioning that makes pupils think, for example, in a physical education lesson for pupils in Years 3 and 4, the teacher asks 'what do you think made the movement sequence good?'
- relationships that inspire confidence and develop pupils' self-esteem
- use of group targets in literacy and numeracy so that pupils develop good understanding of their own learning and progress
- use of LSAs to provide good support for less able pupils and those with SEN
- use of assessment to generate group targets in literacy and numeracy and to inform planning
- sharing with pupils what the lesson aims to achieve so that they understand what they are expected to learn
- use of most resources to stimulate interest and aid understanding, for example, overhead projectors, videos, flip charts, number lines and Big Books.

23 Areas for improvement at all stages and in most subjects relate to

- raising teachers' expectations of what the more able pupils might achieve
- the use of computers to support learning
- greater consistency in teachers' expectations of presentation and the quality of marking

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

24 The quality and range of learning opportunities provided by the school is good. The school provides a good curriculum for all its pupils and this is enriched and enhanced by a very good range of extra-curricular activities. These stimulate the pupils and provide them with good opportunities for learning. This is an improvement upon the previous report where the subjects of music and design and technology did not satisfy National Curriculum requirements.

25 The school makes good use of the national guidance for the Foundation Stage and provides a stimulating and relevant curriculum for the children. Planning is thorough and builds step-by-step on previous learning. There are good links made between the areas of learning and this is particularly beneficial in promoting the children's communication skills. All children are treated fairly and equally and good provision is made for those with SEN enabling them to take a full part in the curriculum. The staff help the curriculum to come alive and thus

stimulate the children's spiritual, moral, social and cultural awareness by involving members of the community such as fire officers in their work. Local visits and opportunities to explore the school's extensive and interesting grounds promote the children's understanding of the wider world and the wonders of the natural world.

26 There are good policies for all subject areas and there are now schemes of work for all subjects. These are based appropriately upon nationally recommended guidelines. There are good policies for sex and drugs education, personal, social and health education and citizenship. The school promotes education and knowledge of environmental issues very well and has achieved the 'ECO' status national school award.

27 The National Literacy Strategy and the National Numeracy Strategy are now well established. The school is confident with them and uses the structure effectively in planning for subjects across the curriculum. Long term and medium term planning is thorough and effective whilst weekly and daily planning is usually detailed and relevant to the needs of most of the pupils.

28 The curriculum is inclusive and successfully incorporates all pupils. There is good provision for pupils who have SEN. Pupils are given the same opportunities that the school offers all other pupils. In literacy and numeracy, the special educational needs co-ordinator (SENCO) makes sure that the targets set for pupils are related to the class targets as well as the individual needs of the pupils. The LSAs, through their teaching, modify successfully aspects of the curriculum for pupils to understand more readily. The special needs policy incorporates recommendations of the new Code of Practice.

29 A significant strength of the school's curricular provision is the very good range of opportunities provided for the enrichment of the curriculum. Pupils have valuable opportunities throughout the school to experience a good range of educational visits and activities designed to stimulate learning. Younger pupils are taken to visit places of interest connected with their school work and gain good awareness of the geographical features of the area. Older pupils have opportunities to go further afield and visit outdoor activity centres, which incorporate residential experiences. These are carefully planned to give pupils adventurous activities. These impact well on their social development and confidence. Pupils take part in a number of competitive sports against other schools, the drama and choir groups perform annually in a Burton Theatre and the instrumental band contribute significantly to school and community such as the Castle, Brewhouse and local Fete events. A recent highlight was playing at Covent Garden in London. The school links with its community are very good. The school is the base for many community events and the recent Summer Fayre contributed significantly to Tutbury's twinning with Ollainville.

30 The relationship with the school and partner institutions is good. The school is part of a local network and staff work closely with other schools by attending meetings of common interest such as the transferring of pupils and their achievement data. These links assist pupils to make the transition to their new school in a less stressful manner.

31 Overall provision for pupils' spiritual, moral, social and cultural education is very good. Provision for moral and social development is very good and for spiritual and cultural it is good. These aspects of pupils' development make a marked contribution to their personal and academic education.

32 The school has a caring ethos that celebrates respect and gives pupils good opportunities for reflection and the development of their spirituality. Acts of collective worship set the theme for the week and are extended into class discussion and religious education lessons. These are effective in promoting pupils' self-esteem and give a focus for pupils to explore the meaning behind Christian values and beliefs. During the inspection the school focus was on Judaism and pupils had good opportunities to reflect upon the concepts, fairness and the treatment of others. Pupils are given very good opportunities to learn a

number of hymns and faith songs which they sing with great enthusiasm and skill. The local minister is a regular visitor, and along with visitors from other faiths, makes a good contribution to pupils understanding of this aspect of their education. In lessons, pupils marvel at the result of science investigation and are fascinated by a range of stories in their literacy work. When studying worms in science, older pupils treat them with appropriate care and have a good understanding of the need to protect and preserve the environment.

33 The provision for pupils' moral and social development is very good. The school promotes an underlying clear moral code as a basis for behaviour and pupils are expected to conduct themselves accordingly and be tolerant of others. This was evident in the very good behaviour and conduct of most pupils throughout the inspection. Pupils were courteous, respectful and clearly understood the impact of their conduct on other pupils. Pupils understand the differences between right and wrong. Pupils' very good moral development is linked closely to their very good social development. The very good relationships across the school enable pupils to feel valued and this enables the development of personal qualities such as thoughtfulness, interdependence and respect for each other. Staff provide very good role models and in many lessons they are given good opportunities to co-operate in a group and to develop their independence. Older pupils are given opportunities to exercise responsibility through being prefects, serving on school committees and helping younger pupils at break times. The very good extra-curricular activities promote pupils' social development very well.

34 Provision for the cultural development of pupils is good and has improved since the previous inspection. The school has worked hard to promote a better understanding of cultures beyond Western Europe. Studies of an Indian village in geography, the sharing of their culture by two pupils from a minority ethnic background, a visitor from the Caribbean, a Buddhist nun and the Senior Inspector for Multi-Cultural Education have all contributed well to this area of pupils' education. Religious education lessons that incorporate the study of different religions such as Judaism, Islam and Hinduism also raise pupils' cultural awareness well. Visits to theatres and places of geographical interest allied to the many visitors connected with art, drama, music, theatre and life education have promoted cultural education effectively.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35 The school provides good care for its pupils and standards have been maintained since the previous inspection. Pupils feel secure and valued.

36 Health and safety procedures and monitoring are good. The school has adopted a good policy and effective measures identify potential issues and risks. Security arrangements are good, especially taking account of the demands of the complex site. Good care is taken at the end of school to ensure a responsible adult collects each pupil from the reception classes.

37 Child protection procedures and awareness of the action to be taken are good. Staff handle issues with a sensitive but rigorous approach. First-aid arrangements are good with good staff training ensuring all areas of the school are covered. Pupils' personal development is monitored well and staff provide good personal support that allows pupils to develop confidence and feel valued. Good inclusion is a key feature of school life with the school prepared to welcome pupils excluded from other schools.

38 Procedures for monitoring and promoting good behaviour are very effective. The behaviour policy with an emphasis on the use of rewards and praise is having a very positive impact on pupils' attitudes, behaviour and development of self-esteem. The consistent approach adopted by all staff contributes well to the success of the policy. Procedures to discourage and deal with bullying, racist or sexist behaviour are very good and any potential incidents are monitored and recorded promptly and rigorously. Parents and pupils all remark

on the prompt and fair manner in which the staff, and especially the headteacher, deals with any issues. Procedures for monitoring and promoting attendance are good. They enable the school to highlight potential problems and take action promptly. As a result, the school has taken good steps to try to impress the importance of not taking holidays in term time on parents.

39 The staff in the reception classes understand the individual needs of the children well. They have well-established routines and always have time for individuals so that everyone feels secure and is able to do their best. The staff keep helpful records of the children's achievements and through careful observation and good questioning, plan the next steps in learning effectively. The information gained on assessing the children's attainment on admission is also used effectively and concerns are shared with parents.

40 Since the last inspection, there has been good improvement in the development of systems to find out how well pupils are doing and in using this information to plan developments in the curriculum. These are now mostly good. Pupils' progress is tracked carefully using optional and statutory tests in English, mathematics and science. This information is then used to identify groups of pupils who are not achieving as well as they should and to target specific support to help them. This has been more successful in identifying pupils who have learning difficulties than in identifying and supporting the more able pupils. The information also helps the school devise literacy and numeracy targets for the different ability groups in classes. The school has not yet developed target setting to include individual targets, particularly for the more able pupils.

41 Assessment in the other subjects is developing well. A simple but manageable and effective system to assess the progress of individual pupils was adopted two years ago based on national expectations of what pupils should achieve at various levels of their work on the National Curriculum. It has had a good effect on raising standards in most subjects and upon the teachers' awareness of what they should be aiming for in these subjects.

42 There are good procedures for monitoring and assessing the progress of pupils who have SEN. Literacy, numeracy and behavioural targets are reviewed every term. The SENCO speaks with class teachers informally and also discusses pupils' progress with LSAs. Good records of progress are kept and individual education plans are updated every term. There is good support from outside agencies that provide help with assessments and the provision of appropriate resources.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43 The partnership with parents is very good and has a positive impact on pupils, attitudes to school. The school has worked hard to improve on the good standards described at the time of the previous inspection.

44 Parents' views of the school, expressed at the parents' meeting, in response to the pre-inspection survey and given during the inspection, are very positive. They have a high level of confidence in the headteacher and see the school as the centre of the local community. Parents say that their children like school, teaching is good, they feel comfortable approaching the school, the school helps the children to make good progress and to work hard, behaviour is good and the school is well led and managed. They all praise the range of interesting extra-curricular activities provided. A small number of parents have some concerns over the level of homework given. Inspectors agree with the parents' positive views. Inspection evidence shows that the level of homework set is about normal for a school of this type. A new home/school diary has been introduced this term and should outline the school's approach to this issue more clearly.

45 Parents show very good involvement in the work of the school. They help regularly in classes, supporting homework, organising significant fundraising through Parent Teacher

Association events and especially helping with and supporting extra-curricular activities. Parent governors play a very effective part in the very good liaison between school and home. The school is making very good efforts to involve parents further in the school and in their children's education. Newsletters are regular and give very good information on school life and areas of work to be covered by every class each term. Parents are made most welcome in school and all staff are readily available if problems arise. The headteacher provides an excellent role model and is held in high regard by all parents. Annual reports give parents good information on their children's progress; a strong feature is the consistent approach to setting targets for improvement. The school consults very effectively with parents and uses the results of consultations productively, for example, when reviewing its charging policy and looking to improve annual reports.

46 The staff in the reception classes keep the parents well informed of their children's progress through regular contact. Parents are welcome in school. Good procedures welcome children new to the school and good guidance is provided before the children start school to ensure that the transition is smooth and children settle quickly.

47 Parents of pupils who have SEN are fully involved in the education of their children. Parent evenings at the end of every term provide parents with the opportunity to discuss pupils' individual education plans. 'Drop in' sessions are available one night each half term when the SENCO is available from 3.30 p.m. to 5.30 p.m. to discuss any issues with parents. Many parents phone up for daily appointments and are very supportive of pupils and the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48 The school is led and managed well. The strengths identified in the last inspection have been maintained and in some instances improved. The headteacher is well respected by parents and governors and all who work in the school. He has a very high profile in the school and provides a very good role model for the staff and pupils. The headteacher has a clear and purposeful vision for the schools' development which is shared by the staff and governors. The school is a happy and harmonious community where the principles of inclusion feature strongly. The very good relationships between pupils and staff promote a high quality ethos and good conditions for effective teaching and learning. The school's policies are comprehensive, used effectively and are backed up by good quality schemes of work. The school has a clear set of appropriate aims and these are well reflected in the every day life of the school.

49 The headteacher has developed a climate in which there is a clear willingness to improve standards and the quality of teaching and learning. The senior management team provide effect support and together with the headteacher, monitor and evaluate the work of the school effectively. The good systems used to collect data and analyse assessment information enable the school to monitor achievement against potential and measure the value added by the school, for example, in the tracking of pupils' progress through the use of optional National Curriculum tests in Years 3 to 6. This has been successful in identifying areas of strength and in focusing support on areas of weakness, for example in addressing successfully the under performance of pupils in the 2002 National Curriculum tests in mathematics. The monitoring of teaching and learning has also brought about improvements in, for example, the sharing of learning objectives with pupils and in the development of technical vocabulary. Monitoring, however, has not been as successful in bringing about significant improvement in the achievements of the more able pupils or in ironing out inconsistencies in marking and the presentation of pupils' work.

50 The school development plan is well focused and regularly reviewed. It sets out clear objectives, costings, success criteria and personnel responsible and provides a blue print to move the school forward along a clearly planned route. The plan is supported well by good curriculum audits and development plans devised by all the curriculum co-ordinators. In

most respects, the role of the curriculum co-ordinators has developed well since the last inspection. They are more involved with strategic developments in their subjects and have a better overview of standards, teaching and learning. Plans to provide opportunities for non-core subject co-ordinators to monitor and evaluate teaching by direct observation of lessons should develop this overview further. The management of the provision for SEN is good and the experienced co-ordinator has won the respect of the parents and staff. The governor with special responsibility for this aspect of the school's work liaises closely with the SENCO and is very supportive.

51 The governors are developing their strategic role and have a more informed overview of school development. They know the strengths and areas for improvement well. Since the last inspection, they ask more searching questions about school development in all areas and are much more likely to challenge the school about any dips in pupils' performance. Greater information provided on the development of all subjects, enables them to assess where any strengths or weaknesses exist. Their committee structure is effective and allows for good delegation. They are supportive of the headteacher and work closely with him to achieve the school's aims and aspirations.

52 The headteacher and governors have a clear understanding of the school's financial position. They take full account of the implications of falling pupil numbers in planning future budgets. This, together with a careful analysis of known costs, makes the best use of resources available to meet the pupils' educational priorities. Over spending is kept at a minimum. This is prudent given that overall funding levels are below the national average. This low level of funding means that the school has very limited funds for resources in spite of careful planning. This is shown in the shortages in the reception classes and in the number of computers in classrooms.

53 Financial management and administration are very effective and efficient. Staff and governors receive accurate and up to date figures enabling them to monitor spending very effectively. Good application of the principles of best value impacts well on school performance, especially in relation to comparing, consulting and competing in relation to tenders. The headteacher's skill in obtaining additional funding helps reduce the impact of low overall funding levels. Funds for specific purposes such as special needs are used well.

54 The below average level of funding limits the number of staff employed to adequate levels. The staff work effectively as a team and teachers and support staff plan effectively together and complement learning. This is particularly the case in the level of support provided for pupils with statements of special educational needs and impacts well on the progress made by these pupils. The effective management of staffing means that teachers are clear about what is expected of them and this is underpinned through well-focused job descriptions. There is good accountability to the headteacher and governors through the very good system for performance management. This has helped to improve the quality of teaching and learning since the previous inspection. Staff are keen participants in training and recent courses have begun to have a positive impact on the teaching of mathematics, English and in the basic skills of ICT.

55 There school has plentiful accommodation, although it is divided into four buildings that vary in quality. The accommodation for children in the two reception classes is unsatisfactory. The toilet facilities are woefully inadequate for the numbers using them. The extensive and attractive grounds enhance curriculum opportunities for the pupils and contribute well to their progress in physical education and science. The leadership and management of the school have been successful in creating a suitable environment for the pupils.

56 Generally the school has adequate resources to support the teaching in most subjects. Through prudent budgeting, tapping into additional grants and using funds raised by parents, there has been some improvement since the last inspection. However, the

school is short of computers and this hampers the pupils' progress in using ICT to support their work widely enough in other subjects. The school has two libraries but there is a limited range and number of books and the libraries are not used as often as they should be by the pupils. As at the time of the last inspection, resources for children in the Foundation Stage are inadequate, particularly with regard to apparatus for use in outdoor play. The school has good resources to support the teaching of music. Provision for mathematics and English is satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57 In order to improve standards and the quality of education, the headteacher, staff and governors should:

- (1) * provide more challenge in the work of the more able pupils by;
 - a) improving systems to identify these pupils and target support to meet their needs more effectively
 - b) raising teachers' expectations of what these pupils might achieve
 - c) in the reception classes, placing greater emphasis on developing the more able children's writing and mathematical skills
 - d) provide more opportunities for more able pupils to produce extended pieces of writing across all subjects and celebrate achievements throughout the school
 - e) in mathematics, providing more opportunities that extend the pupils' skills in using and applying their knowledge to problem solving
 - f) extending the good group target setting system in literacy and numeracy to include individual targets for these pupils.

(These issues are discussed in paragraphs 5, 7, 17-19, 23, 40, 49, 60, 63, 74, 79, 81, 83, 101 and 109)

- (2) * develop the use of computers to support and extend learning in all subjects by;
 - a) providing computers in all the classrooms with suitable software linked to class topics
 - b) making more efficient use of the computer suite
 - c) providing more opportunities for pupils to explore different programs and experiment with a wider range of techniques
 - d) Including more work, particularly for the more able pupils, in using the Internet and e-mail facilities.
 - e) Making greater use of programs to develop the skills of pupils who have SEN
 - f) monitoring the quality of teaching in order to identify where support is most needed.

(These issues are discussed in paragraphs 6, 23, 56, 76, 84, 92, 97, 101, 108, 110, 111, 113 and 121)

In addition to the key issues above, the school should also consider these less significant weaknesses for inclusion in the action plan

Seek ways to improve resources for children in the Foundation Stage with particular emphasis upon the very poor toilet facilities and the equipment for science, technology and children's physical development. (Paragraphs 55, 56, 59 and 61)

Through focused monitoring of pupils' work, ensure greater consistency in the quality of pupils' presentation and teachers' marking. (Paragraphs 23, 49, 71, 108 and 132)

Make greater use of the two libraries to develop pupils' reference and research skills and improve the quality and range of books available in the libraries (Paragraphs 4, 56 and 73)

*** It is recognised that the school is aware of these issues and has begun to take some effective action.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	39	19	1	0	0
Percentage	0	7.8	60.9	29.7	1.6	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	270
Number of full-time pupils known to be eligible for free school meals	15

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	41

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	19	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	16	18	17
	Total	27	29	29
Percentage of pupils at NC level 2 or above	School	82 (85)	88 (80)	88 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	17	18	19
	Total	29	31	32
Percentage of pupils at NC level 2 or above	School	88 (85)	94 (98)	97 (89)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	32	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	17
	Girls	28	23	31
	Total	41	36	48
Percentage of pupils at NC level 4 or above	School	80 (71)	71 (75)	94 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	18
	Girls	27	25	30
	Total	39	38	48
Percentage of pupils at NC level 4 or above	School	76 (77)	76 (81)	94 (90)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	267	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	24.6
Average class size	27.1

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	168

FTE means full-time equivalent.

Financial information

Financial year	2001-2
	£
Total income	594,969
Total expenditure	609,915
Expenditure per pupil	2,040
Balance brought forward from previous year	18,950
Balance carried forward to next year	4,004

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

270

Number of questionnaires returned

67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	3	1	0
My child is making good progress in school.	41	55	3	0	1
Behaviour in the school is good.	37	61	1	0	1
My child gets the right amount of work to do at home.	29	53	16	1	1
The teaching is good.	45	48	4	0	3
I am kept well informed about how my child is getting on.	40	49	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	69	27	3	0	1
The school expects my child to work hard and achieve his or her best.	57	37	3	0	3
The school works closely with parents.	37	57	6	0	0
The school is well led and managed.	64	30	3	0	3
The school is helping my child become mature and responsible.	46	53	1	0	0
The school provides an interesting range of activities outside lessons.	69	31	0	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58 Children in the Foundation Stage are taught in two reception classes. The children start school in the September of the year in which they are five. Most have had some pre-school educational experience in a local playgroup. There is a very wide spread of ability but predominantly children, on admission to the reception classes, have skills, knowledge and understanding below those expected for their age; their communication, language and literacy skills are well below average.

59 The school has improved the provision for children in the Foundation Stage since the last inspection. Children follow a good curriculum and staff use national guidance to plan activities and experiences and liaise with their colleagues in Year 1. This forges good links between the two stages. The reception classes are separate from the rest of the school and the accommodation is just adequate, although the toilet facilities are very poor. Children who have been identified as having statements of special educational need benefit from part-time daily support which enables them to take a full part in the activities. The staff also identify other children with SEN and meet their needs well. The staff contribute well to promoting the children's spiritual, moral, social and cultural development by making the curriculum stimulating and interesting and providing opportunities for the children to co-operate and take responsibility.

60 The teaching is mostly good and is at its best in developing physical, personal, social and emotional, and communication, language and literacy skills. The staff work effectively together and plan activities which include suitable opportunities for the children to work on their own, in small groups and to be directed by adults. This mostly works well but the more able are not always given sufficient challenge such as in developing their writing skills and recording in mathematics. The staff's priority is to promote the children's personal, social and emotional development and this is achieved well through providing opportunities for discussion, sharing and taking part in group activities such as *"The Bear Hunt"*. This work was linked well with some good teaching of communication, language and literacy skills when the children were encouraged to act the story using creative and imaginative vocabulary. The involvement of adults in this activity effectively promoted clear speech and the children's skills in sequencing a story correctly. Early reading and writing are taught well through opportunities to listen to stories, take part in discussions and practise writing informally. The teaching of mathematical development is well organised but hampered by limited apparatus for practical work.

61 The limited equipment and resources hamper some opportunities for the children to explore aspects of knowledge and understanding of the world particularly in science and technology and in their physical development. Nevertheless, these aspects are taught effectively. The teachers make good use of visits and visitors such as the fire officers to develop the children's understanding of the world around them.

Personal, social and emotional development

62 This area of learning is taught well and the staff focus on ensuring that the children are well motivated, happy and secure. From starting school the children are encouraged to become independent and they quickly learn to look after themselves, change independently for physical education and work together in groups of different sizes. The children make good progress. Those with SEN make good strides in personal, social and emotional development because they are supported well. By the end of the reception year, the children attain the early learning goals in this area of learning and the more able have a secure understanding that people have different needs, views and beliefs. The staff provide good opportunities for the children to select resources for themselves and to take responsibility for

clearing away. The children form good friendships and are confident in playing with others, sharing toys and equipment and enjoying playing together. They respond well to visitors and are keen to show and talk about their work. Quieter children are encouraged to join activities and this helps them to blossom and grow in confidence. Behaviour is good and the children are polite and well-mannered, understanding conventions such as *please* and *thank you*. Opportunities to take part in role-play do much to promote the children's confidence as they share ideas and vocabulary and learn to appreciate other's points of view. In their lessons in religious education, the staff encourage the children to respect different beliefs and traditions.

Communication, language and literacy

63 Skills in communication, language and literacy are below those expected by the end of the reception year and most children are unlikely to attain the early learning goals in this area of learning. From their limited skills on admission to the school the children make good progress in speaking and listening skills and satisfactory progress in early reading and writing. Children with SEN make good progress towards the targets in their individual education plans and statements because of effective support. Staff working with these children have good expertise and use well focused questions and activities to stimulate speaking skills. Overall the teaching is good. There are appropriate opportunities for practising basic handwriting skills, although these skills are not applied well when the children work independently. The more able do not have sufficiently challenging opportunities to express their ideas in writing and few children readily refer to books independently. Early reading skills are taught well and the children make steady progress in building words and in recognising common words. Most children read a few basic words and are beginning to clearly understand that text conveys meaning; almost all read and write their own names unaided by the end of the reception year. The children love listening to stories and join in enthusiastically. The more able retell stories in their own words and in the correct sequence. The use of good stories contributes well to the children's understanding of special events and places and helps them to develop appreciation of different cultural traditions.

Mathematical development

64 Although the children make satisfactory progress in mathematical development, their weak skills on admission to the school and limited resources in the classrooms mean that by the end of the reception year most are unlikely to attain the early learning goals. In the lessons seen, the teaching was mostly good. Children of all abilities are given suitable opportunities to count, learn number rhymes and play with a variety of mathematical apparatus. Each day, the staff provide opportunities for counting and the children by the end of the reception year are mostly competent in sequencing numbers to 10 correctly. Most recognise the numbers to 10 and some write them correctly but this work is not extended sufficiently for more able children. Several children struggle to write the numbers correctly and few add small numbers together accurately. Progress is good in recognising shapes and in understanding some of their properties through practical activities involving rolling and sliding objects. During this activity the teacher intervened well with focused questions that encouraged the children to be accurate in their descriptions. The children make satisfactory gains in their knowledge of mathematical vocabulary and the more able understand ideas such as *more* or *less than*. The staff work together well in planning a range of activities and intervene at appropriate points to ensure that the children have understood new ideas.

Knowledge and understanding of the world

65 By the end of the reception year, most children are likely to attain the early learning goals in knowledge and understanding of the world. The children achieve well given their low attainment on admission. Progress is good in most aspects of the area of learning but satisfactory in scientific development. This variation is due to the limited range of resources available to support science investigations. The teaching is good overall. The children enjoy the activities and are attentive and well-focused listeners while the teachers explain what is to be done. They listened fascinated during a history lesson as the teacher revealed a variety of teddy bears from a box. The children then ordered the toys by “*old, older and oldest*”, giving valid reasons for their choices. The children have a limited scientific vocabulary and some of the activities in playing with sand and water are not sufficiently centred on extending vocabulary. The children have appropriate knowledge of their locality and talk about their journey to school. They know that Tutbury has a famous castle and that many of the buildings are old. Progress in using computers is satisfactory and the children have suitable control of the mouse and use it to draw pictures of themselves, adding details such as correct hair colour. The school has limited resources for technology and this hampers progress. The children enjoy construction play and build a variety of recognisable objects using construction toys. There is sensitive teaching of religious themes and the children participate enthusiastically in religious festivals and the school’s celebrations. The teachers prepare the children well for life in a culturally diverse society.

Physical development

66 In spite of the unsatisfactory resources for outdoor play the school provides good teaching in this area of learning. By the end of the reception year, most children attain the early learning goals in physical development. Children of all abilities make good progress. Special care is taken to ensure that children with SEN are fully involved in lessons because the classroom assistants work alongside them. Boys and girls achieve equally well. The limited equipment for outdoor play and the time given to this aspect of the children’s development are in need of review to ensure that there are sufficient challenging and creative opportunities for the children to excel. The children are very attentive in lessons and their behaviour is exemplary. They follow instructions and move with an increasing sense of poise and balance. In a very good music and movement lesson the teacher encouraged creative and imaginative actions to illustrate a story. The children were spellbound and made significant gains in developing realistic actions to portray their feelings. They quickly and sensibly change themselves and prepare for energetic exercise showing intense concentration fully understanding that vigorous exercise affects their heartbeat. There is also good teaching in the hall when the children take part in games. The teachers are skilful in asking the right questions to get the children thinking about how they might improve their skills such as controlling a ball and dodging objects. The children are competent in using a range of apparatus and travel around, over and through obstacles with good balance. Other physical skills such as controlling paintbrushes and pencils are developing satisfactorily.

Creative development

67 Progress for all children in this area of learning is good as the children benefit from effective teaching and opportunities to experiment and explore a variety of media. The children with SEN also make good progress and thoroughly enjoy creative activities such as music making, movement lessons and painting and drawing. By the end of the reception year, the children attain the early learning goals in their creative development because of good teaching. Most children know how to successfully mix colours and know the names of the colours. They enjoy working with a variety of materials and fabrics to create interesting models of characters and objects in stories they have heard. They are good at playing together in imaginary situations because the adult intervention at these times is well focused and challenges the children to be creative. The children enjoy singing and join in

enthusiastically using a wide repertoire of songs, rhymes and poems. They competently add actions to songs and appreciate different styles of music.

ENGLISH

68 The standards of work for pupils at the end of Years 2 and 6 are average and similar to those described in the last inspection. These findings reflect the pupils' performance in the 2002 national tests at the end of Year 6. While standards in writing were average in the 2002 national tests for pupils at the end of Year 2, standards in reading were below average. There has been improvement in the work of pupils who are now in Year 2 and standards are now average in reading. This represents good achievement, particularly when pupils enter the school with attainment that is below average in communication, language and literacy. Boys and girls perform equally well and pupils with SEN make good progress.

69 The quality of teaching is good in all year groups and has enabled pupils to sustain their rates of progress over time. The previous report suggested that there was a need for a whole school scheme of work to give greater support to teachers in their planning for differing ages and stages of development. This has been addressed successfully with the introduction of the literacy strategy. Planning is now secure and meets the needs of all pupils. The subject co-ordinator carefully monitors the quality of teaching and regular audits of aspects of language work identify strengths and weaknesses which are translated into action plans to support the raising of standards. Additionally, the school has significantly increased the number of learning support assistants. They receive training from the school and this enables them to effectively meet the needs of pupils. Guided group reading sessions enable teachers to talk with pupils about aspects of language. For example, in a Year 3/4 class, the teacher led a good quality discussion about the use of the apostrophe. Work at home is encouraged and supports pupils' achievements in reading, spelling and writing.

70 Teachers provide good opportunities to promote pupils' speaking and listening skills. Standards in listening are above average and pupils listen very well in class to their teachers and to other pupils. This has a positive influence on learning. Speaking skills are average for most pupils. While they understand the conventions for speaking, some pupils are not sufficiently confident to contribute to discussion. However, pupils make good quality contributions when they are asked to evaluate performances of members of their class. This was evident in a dance lesson when pupils devised imaginative pathways to reflect stories and events.

71 Standards in writing are average at the end of Years 2 and 6. There are variations in the quality of presentation of work and handwriting skills. Most pupils take pride in writing in an attractive style with joined and legible script. However, there are examples of insufficient guidance for pupils, particularly those linked to strategies on joining letters. Teachers in Year 2 begin literacy lessons by reviewing handwriting practices. A short period of direct teaching, followed by practice is effectively improving pupils' skills. These sessions link spelling patterns to sounds, which support pupils' reading and writing. Most pupils confidently use commas, full stops and capital letters. By the end of Year 6, most pupils understand the significance of inverted commas to indicate spoken language. Pupils enjoy writing and this is reflected in the thoughtful way pupils in Year 6 draft their work. These books reflect a satisfactory range of writing that includes diary work, reports, instructional writing and poetry. In literacy lessons there is encouragement for pupils to value their writing and seek ways to improve the quality through experimenting with complex sentences and vocabulary. Good use is made of dictionaries and thesauruses, to encourage independence.

72 Standards in reading are average. Classrooms contain a good range of information books to support learning in subjects, such as history and geography and these are used well by pupils to extend classroom learning. Guided reading sessions give teachers opportunities to increase the confidence of reluctant readers. Pupils are reminded of the need to speak

clearly and with sufficient volume to ensure that all pupils can hear. They bring flavour to their reading by giving good attention to expression by reading in character when direct speech is indicated. Throughout the school, good strategies are developed to help pupils read unfamiliar words. Pupils are taught a range of methods that include breaking words up and sound building to develop their phonic skills. Most pupils enjoy reading and are pleased to talk about favourite books and give reasons for their preferences. They talk enthusiastically about the characters and describe their contribution to the story. Pupils are encouraged to recognise the range of reasons for reading and writing. For example, in a class that was investigating how people lived during the World War Two, the teacher encouraged the pupils to ask their grandparents to write down a personal view of an event during the war years. The contributions were very lively, interesting and compulsive reading for young and older readers.

73 Pupils complete entries in their reading journals. These are monitored by teachers and parents and provide reliable information about pupils' reading habits and progress. The school library is, however, rarely used and does not offer a wide enough selection of reading books. It is under used as a source for independent research and this is a weakness for all pupils, but particularly for more able pupils. The position of the library in the school does not allow for the promotion of good reading habits. It is hidden from pupils and fails to be seen as an important part of the school.

74 Pupils successfully apply their reading, listening and speaking skills to other areas of the curriculum, for example, geography, history and religious education. The more able pupils are not always pushed to produce more than what is set for their particular group in literacy lessons and in other subjects where they need to record through writing. There are insufficient opportunities to celebrate pupils' achievements in writing across the curriculum. This limits the level of challenge and rate of progress, particularly for more able pupils.

75 Assessment arrangements are good. The results of statutory and non-statutory tests are analysed and action taken to improve weaknesses. Marking of pupils' work is inconsistent. While teachers often indicate to pupils ways in which their work can be improved, there are examples of poor quality work that receive no comment.

76 The new computer suite is under used and this is another resource that should be extending learning beyond the classroom. Some computer work is completed with pupils using facilities at home to explore the Internet. There is little evidence in the school of pupils' word processing skills being used to produce attractively illustrated research or extended writing.

77 The subject leader provides effective support for staff and manages the subject well. Regular reviews of progress keep teachers and governors informed. Priorities are accurately identified and responses implemented to improve standards.

MATHEMATICS

78 Inspection evidence indicates that standards at the end of Years 2 and 6 are similar to those reported at the time of the last inspection. However, there has been some fluctuation in pupils' performance in national tests at the end of Years 2 and 6. Most improvement has been in the Year 2 tests although in 2002 the pupils' performance was below the national average and below that of schools with similar intakes. In spite of an improvement in 2001, standards fell to below average at the end of Year 6 in 2002 and were well below those of similar schools. This year, inspection evidence points to an improved picture with average standards at the end of Years 2 and 6. This improvement is due to:

- better target setting and monitoring of performance by the headteacher
- the impact of setting pupils by ability
- improved teaching as a result of further training in the National Numeracy Strategy

- a lower proportion of pupils with SEN in Year 6
- the variation found in different cohorts

79 In the past, pupils have not done as well in mathematics as they have in English and science. The main weakness in pupils' performance in mathematics throughout the school is in using and applying their mathematical knowledge to solving problems. Overall progress is satisfactory and pupils make good gains in basic number work. Pupils with SEN often receive extra help and this enables them to make good progress towards their targets. Inspection evidence still indicates that the more able pupils in all sets could do better. There is little difference in the progress and achievement of boys and girls.

80 Throughout the school, pupils make good progress in number work and standards in this aspect of the subject are average by the end of Years 2 and 6. The school's recent emphasis on developing strategies to improve pupils' skills in subtraction is working well and most pupils now understand the relationship between addition and subtraction and successfully calculate with increasing complexity. These number skills are extended in Years 3 and 6 and pupils are competent in multiplication and division by the end of Year 6. The more able work with large numbers to decimal places and most pupils have a secure knowledge of multiplication facts. Work in fractions is satisfactory although the less able struggle to add and subtract using fractions.

81 By the end of Years 2 and 6 pupils have a secure knowledge of shape, space and measures and they make suitable use of these skills when working in subjects such as design and technology and pattern work in art. Mathematical skills are also used well to support work in science as pupils produce good quality graphs and charts to present the results of their experiments. Pupils' progress in data handling is good and this aspect of mathematics is extended well through the use of ICT in the suite. By the end of Year 2, pupils competently input data and make decisions about the most suitable type of graph to present their findings. Pupils in Year 6 devise different methods of recording information build spreadsheets and databases and present the results effectively. They are competent in explaining information and drawing conclusions from graphs. However, throughout the school, pupils' progress in using and applying mathematics generally is less rapid. In some lessons, teachers focus well on explaining different strategies for problem solving but many average and less able pupils struggle with these ideas and this hampers their progress in investigations. Often, the tasks set for the more able pupils do not challenge them enough.

82 The pupils enjoy mathematics and most say that the arrangements for setting by ability have been beneficial for them. They behave well in lessons and listen carefully to instructions. They work hard and enjoy the start of lessons when they face challenges to be the first to answer questions in mental arithmetic. The teachers capitalise on this competitive spirit in some classes and through effective questions and encouraging comments foster a positive atmosphere in which pupils want to succeed. This aspect of teaching has been a recent focus and is making a good impact on the pupils' mental arithmetic skills.

83 The teaching is satisfactory overall and there are good features in many lessons. The teachers make appropriate use of the National Numeracy Strategy when planning lessons and have benefited from training and guidance from the headteacher and subject leader. This has helped to increase the pace of learning. Teachers' subject knowledge is secure. Most lessons are well structured and include a balance of instruction and opportunities for the pupils to practise new skills and techniques. Questioning at the start of lessons is often good as the teachers match their questions to the abilities of the pupils. Setting pupils by ability in Years 3 to 6 works well in enabling teachers to plan a more focused range of activities. However, within most sets there is insufficiently challenging work for the more able pupils who often cope easily with the tasks. Teachers mark the pupils' work conscientiously and often add helpful comments. In some classes there is reference to targets and the pupils are sure about the next step in their learning; however, this practice is inconsistent. Where available, the support staff make a good contribution to the pupils' learning and this has a

beneficial impact of the progress of the less able and pupils with SEN. These pupils respond enthusiastically to support and give of their best. Teachers make use of regular homework and in most classes the pupils are encouraged to learn multiplication and other number facts.

84 The subject leader has a satisfactory grasp of what needs to be done to raise standards. The comprehensive review and analysis of pupils' performance in tests has been used well to pinpoint areas for development and the staff have responded well to these suggestions. The headteacher keeps track of the pupils' progress and sets challenging targets for achievement in national tests. This has sharpened up the teaching and pupils are on course to meet the school's increased targets this year. Assessment procedures are good and the information is used appropriately to organise sets and plan work. The school has adequate resources to support the teaching but insufficient computers and software to extend pupils' competence in number and in using and applying mathematics.

SCIENCE

85 In the 2002 teacher assessments and national tests for pupils at the end of Years 2 and 6, standards were above the national average and those in similar schools. At the end of Year 2, the proportion of pupils reaching the higher level 3 was similar to the national average. At the end of Year 6, the proportion of pupils attaining higher levels was above average with close to a half achieving level 5. There was no significant difference in the standards attained by boys and girls. The work pupils were doing during the inspection paints a similar picture of standards. Standards have risen markedly over the past three years. This improvement has been brought about because:

- teaching in science is consistently good across the school.
- pupils have a broad and balanced science curriculum.
- pupils have very good opportunities for investigative science.
- three extra-curricular science clubs and regular homework contribute well to knowledge and understanding.
- the subject is very well managed and resources are good and very well used.

86 All pupils achieve well. Pupils who have SEN achieve well as a result of the good support they receive in the classroom. The emphasis that teachers place on scientific enquiry through first hand work challenges all ability groups appropriately and promotes positive attitudes towards the subject. Teachers develop pupils' knowledge of life and living processes, materials and their properties and physical processes well. There is evidence of a good range of work across these aspects of science. The first hand nature of many of the activities develops a love and enthusiasm for the subject.

87 From Year 1 onwards, pupils are encouraged to use the correct subject vocabulary and by the end of Year 6, pupils use scientific terms with accuracy. The principles of fair testing and prediction are well taught. For example, in Year 2, pupils predict how far different vehicles will travel. They devise their own fair test to ensure the force used is the same for each vehicle and make judgements about the distance variations. They compare distances travelled on smooth and rough surfaces and are fascinated to observe how the vehicle's speed is altered by the addition of magnetic weights. Many have good awareness of the effect of friction. They use their mathematical ability appropriately to carefully measure the distances travelled.

88 Pupils in Years 3 and 4 when studying different forms of skeletons link their work well to the natural habitats of animals and insects. They use their direct experiences of previous work in the school environmental area and use words like 'predator', 'dispersal' and 'food chains' to compare and contrast the differences and needs of a variety of creatures. When closely observing worms brought in by the teacher, they express sensible opinions on movements such as 'it's like a concertina' or 'it stretches then joins up'. They compare these movements with their own and make good gains in their knowledge of the human skeleton.

89 When studying aspects of 'reversible' and 'irreversible' change Years 5 and 6 pupils demonstrate successful methods for testing which substances dissolve in water. They carefully measure, record and evaluate their findings and suggest accurately ways by which some substances can be 'retrieved' from the solutions formed. Further experimentation involving dissolving in liquids other than water and the effect of heating on the process are also carefully assessed and recorded using words like 'soluble', 'insoluble', 'reaction' and 'evaporation'.

90 The quality of teaching is good. Teachers give very clear guidance as to what pupils are expected to learn in each lesson and make good use of previous learning to explore new concepts. For example, when discussing the different distances a variety of toy vehicles might travel in Year 2, the teacher reminds pupils of previous work on forces and magnets. Similarly, a Year 3 teacher links well pupils' observations of movements in physical education lessons in work on skeletons. All teachers have good relationships with their pupils and lessons are characterised by a feeling of 'excitement in discovery'. This culture of the value and excitement of scientific investigation is well promoted in lessons and in the very popular three science clubs run weekly by the co-ordinator. This culture motivates pupils and promotes their spiritual, moral and social development effectively. Teachers make good use of science investigation sheets that enable pupils to focus clearly on method, evaluation and outcomes.

91 All teachers have good scientific knowledge and teach the subject confidently. Pupils co-operate very well together, sharing ideas and using resources carefully. Teachers use homework appropriately and very good examples are seen from the out of school science clubs. Teachers mark pupils' work conscientiously and there are many positive comments indicating to pupils how they might improve their work in the future. Planning is thorough and regular assessments are made of pupils' progress with formal evaluations after each topic covered. This aspect has improved since the previous inspection.

92 The enthusiastic and very knowledgeable co-ordinator makes regular and careful analysis of assessment data such results of the National Curriculum tests in order to identify areas for improvement. She has monitored the quality of teaching and this has brought about improvements that have helped to raise standards. The use of computers to support work further in science is an area identified for development.

ART AND DESIGN

93 Owing to timetable arrangements it was not possible to see any art and design lessons during the inspection. An examination of pupils' work and a study of teachers' planning, however, indicates that standards are at a level expected for pupils at the end of Years 2 and 6. This is similar to the findings of the last inspection. All pupils, including those with SEN, make at least satisfactory progress and for Year 6 pupils, progress in still life drawing is good. It is not possible to make a clear judgement on the quality of teaching but indications from pupils' work and teachers' planning are that it is at least satisfactory. Pupils are given appropriate opportunities to develop their skills across the year groups as there is now a good scheme of work that follows national guidelines.

94 Pupils in Year 1 create satisfactory collages using a variety of materials when representing food on paper plates. This is linked to their healthy eating topic and work in literacy. By the end of Year 2, pupils make attractive pictures of trees and houses using a range of natural materials. They extend and complete pictures of animals and show appropriate choices of colour in their paintings.

95 Throughout Years 3 and 4, pupils develop their drawing skills satisfactorily using sketchbooks to record their ideas. Their drawings of people such as ballerinas and footballers demonstrate an increasing awareness of line, proportion and position. Prints

based on 'image' drawings from dreams links well to their literacy work. When studying the work of the illustrator Phoebe Stone, they work in collage and pastel effectively representing slugs and jellyfish. Posters depicting positive images of God in their religious education work show appropriate imagination, use of colour and hand control.

96 An appropriate variety of techniques are demonstrated in Years 5 and 6. Pupils in Year 5 create carefully made patterns based on different sized triangles and alternate colours to create pleasing effects. Sketches of faces show good expression and use of light and dark shades enhances painting of pebbles. They make good progress when drawing consecutive figures to show 'blurred' movements. Pupils in Year 6 demonstrate sound technical skills when drawing still life groups of bottles. They shade these carefully to show depth and light using pastels. When painting in the style of Van Gough, they mix blue and green shades effectively to represent 'different' sunflowers.

97 Leadership and management of the subject are satisfactory. The coordinator wisely involved the local advisory service in assisting her evaluation of art in the school. This has led to more focused teaching and has improved work in line and colour tone. The after-school art clubs, open to pupils across the school, make a good contribution to the standards obtained. Not enough use is made of ICT to develop pupils' knowledge and understanding of art and design.

DESIGN AND TECHNOLOGY

98 Standards in design and technology have improved much since the previous inspection and the subject now complies with statutory requirements. By the end of Years 2 and 6 standards are in line with those expected for pupils' age. The rate and consistency of progress have improved since the previous inspection and are now satisfactory. Pupils with SEN make satisfactory progress and achieve as well as their peers because lessons often include opportunities for these pupils to work alongside their more confident friends. Boys and girls enjoy the subject and achieve equally well. The following factors have had a beneficial impact on standards in the subject:

- there are regular and consistent opportunities for pupils to design, make and evaluate
- the staff make effective use of national guidelines
- the school now has appropriate resources to support the teaching
- teachers are more confident and competent
- there is well focused assessment at the end of each topic studied

99 Teachers have secure subject knowledge and make effective use of national guidelines to prepare well-structured and sufficiently challenging work. The pupils respond well to these opportunities and work hard. They apply themselves to tasks and persevere in finding different ways of making models. One of the strengths in the teaching is the way in which the teachers explain and demonstrate a variety of skills and techniques and then set work that challenges the pupils to experiment and explore different methods. This was seen to good effect in Years 3 and 4 where the pupils made moving models using a variety of joints and linkages to create moving pictures. This work was linked very well to the recent work in literacy lessons where the pupils had studied pop-up storybooks. Teachers are good at linking literacy skills to the work in design and technology, for example, pupils write well-crafted descriptions of how to make a model and then evaluate their work critically using appropriate vocabulary.

100 There is good development of key skills between year groups and older pupils successfully build on previous learning. Pupils in Years 1 and 2 have learned about healthy eating and studied recipes and ingredients to find out about flavour and what appeals to the consumer. This work is extended well further up the school when pupils make biscuits, design robust packaging and use their numeracy skills to record opinions about taste and

texture in charts and graphs. In Years 5 and 6 the pupils design games suitable for different ages of children and take good care in making their products attractive and robust.

101 In the lessons seen, behaviour management was good and because the lessons were interesting the pupils worked hard and co-operated with each other and their teachers. They work with a variety of tools and materials which they use carefully. Planned activities are explained thoroughly and the pupils are left in no doubt about what is expected of them. The pupils respond well by carefully following instructions and applying their skills to make, for example, moving models involving cams, axles and shafts. By insisting on good planning of models the staff ensure that pupils learn to use materials economically. Leadership and management of the subject are sound and there has been some release time for the co-ordinator to monitor teaching in addition to her monitoring of planning and pupils' work. The school now has a suitable range of resources although a limited selection of construction toys for older pupils. An area for development is in using computers more effectively to support the teaching of design and technology and as a tool for extending the work of the more able pupils.

GEOGRAPHY AND HISTORY

102 At the end of Year 2 and Year 6, standards are better than normally seen for pupils' ages in history and are similar to those expected in geography. No history lessons were observed in Year 2. Judgments are based on the analysis of pupils' work, teachers' planning and discussions with pupils. Standards in history have improved since the last inspection. In geography, standards are similar to those reported at that time.

103 In history, by the end of Year 2, pupils show good understanding of the distinction between the past and present when they examine old and new toys. They are aware of features of local history through the study of the life and times of Richard Wakefield and when they consider the contribution made by the people of Tutbury in the two world wars. These opportunities heighten pupils' awareness of how events that happened a long time ago have shaped present day living. By the end of Year 6, pupils increase their understanding of how events further afield, for example, in Ancient Greece and Egypt have contributed to the way in which we govern ourselves. They learn how the written language of Ancient Greece contributed to the development of our own language. They are developing skills to distinguish and evaluate primary and secondary evidence and to think as historians in their investigations.

104 The quality of teaching in history is good overall. In a very good lesson in a mixed Year 3 and 4 class, the teacher fired the imagination of the pupils as they shared a discussion on the beliefs of the Egyptians about life after death. The teacher had very good subject knowledge and unhesitatingly answered pupils' questions. Very good use was made of reference books to illustrate the work. In this lesson, the teacher set up very good opportunities to develop speaking and listening skills. The enthusiasm of the pupils and the wealth of information they discussed were very well managed as she encouraged pupils to share their opinions with other members of the class. This resulted in a growth of confidence in speaking and listening skills that contributed to very good learning, with pupils making very good gains in knowledge.

105 Pupils are aware of how geography and history are linked. The teachers, for example, use very good quality video support to illustrate the influence of the Nile in establishing the fertile delta area as a centre for farming. Pupils contributed to a very good discussion about the advantages and disadvantages of living in Egypt and how these factors influenced the growth in importance of the area as a centre for the growth of civilisation.

106 In geography, by the end of Year 2, pupils learn about different parts of the world through the travels of Barnaby Bear. In a good lesson in a mixed Year 1 and 2 class, the teacher focused not only on countries but also on the best form of transport to reach the

various destinations. Pupils develop their skills in map reading through using maps and atlases to locate places of interest and holiday resorts. The school encourages all of its pupils to value the environment and work in this area is developed through considering issues, for example, the effects of litter in Tutbury. Good links with mathematics are evident in graphs that were drawn showing the range of litter found by pupils in the immediate area of the school.

107 By the end of Year 6, pupils acquire sound geographical understanding of their locality, for example, water supply in and around the Tutbury area. This is extended to consider the importance of water supply in warmer parts of the world. Pupils in Years 3 and 4 extend their knowledge about how the River Nile makes an important contribution to farming in Egypt. They enjoy contrasting life in the Indian village of Chembakolli with life in Tutbury. The size of India and variation of land use in India were sources of wonder for pupils used to living on a relatively small island. Differences in accessibility of parts of India were linked to the quality of the roads in rural India. The importance of water emerged as a very important environmental consideration and made pupils aware of how much people in Britain take for granted this life preserving resource. The school is an ECO school and an important emphasis is attached to responsible management of the environment. The teacher carefully balanced pupils' views of India by talking about more affluent parts of the country. This work was well illustrated with a good range of pictures to demonstrate the large number of buildings that are richly decorated.

108 The quality of teaching in geography is good overall. Teachers have good subject knowledge and use reference books well to illustrate their teaching. Work is presented in an interesting manner with good opportunities for discussion. Important links with other subjects are emerging, for example the important links between history and geography, speaking and listening and mathematics. The school has plans to introduce additional support for teachers to use Internet facilities and this should help to raise standards further. When marking pupils' work in both subjects teachers do not comment enough on how it might be improved and there is some inconsistency in the quality of presentation.

109 Pupils enjoy history and geography. They are very enthusiastic to learn more and many use Internet facilities at home to extend classroom learning. The facilities at school for extending learning are insufficiently used and there is little evidence of more able pupils contributing to illustrated, word processed extension work to further their enquiry skills. Teachers assess the impact of their work in history and geography well using end of topic curriculum guidelines. Co-ordination of the subjects is sound although there has been no opportunity for the subject leaders to monitor teaching and learning in the subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

110 By the end of Years 2 and 6, standards in basic computing skills meet national expectations. However, pupils lack competence in applying these skills in other subjects. Standards have been maintained at this level since the last inspection. Pupils make satisfactory progress and boys and girls perform equally well. Pupils with SEN also make satisfactory gains in the skills, knowledge and understanding but the more able and older pupils in most classes do not benefit from sufficiently challenging teaching. As a result, their progress is not as good as it should be. There are some programs available to support pupils with SEN but they are not used consistently. The main weakness in the teaching of ICT is caused by a lack of opportunities for the pupils to use computers in most subjects. This is because there are insufficient computers available in classrooms and the pupils rarely use the suite other than to practise basic skills.

111 The teaching of basic computing skills is satisfactory and most lessons provide an appropriate balance between instruction by the teacher and opportunities for the pupils to practise their skills. In some lessons, because of the slow pace of teaching, pupils become

restless and learning is pedestrian. Sometimes instructions by the teacher are too complicated and this results in confusion. There are not enough opportunities for the pupils to explore different programs and to experiment with a wide range of techniques. Nevertheless, the pupils enjoy using computers and are keen to succeed.

112 The teaching of word processing skills is satisfactory and the pupils gradually acquire the skills of cutting and pasting, using a variety of methods to amend their work and to import pictures to enhance their writing. These skills are good in Years 1 and 2 and the pupils understand the advantages of using computers as opposed to manual methods. They take pride in presenting their work well and are keen to ensure that words are correctly spelt. In Years 3 to 6, these skills are further improved and most pupils use a suitable range of tools to change fonts and add colour. In Years 5 and 6, pupils combine pictures and text to create multi-media presentations about aspects of life in Ancient Greece.

113 The pupils have limited opportunities to use the Internet and to send and receive e-mail. This restricts opportunities for research and independent learning and is an area for further development. Some work has been done in finding out information on some history topics but the work is at a low level. The school has an appropriate policy for Internet use and the pupils are well aware of the possible dangers.

114 Teachers are secure in developing pupils' skills in data handling and there is a consistent programme to develop the pupils' skills. Pupils have an appropriate knowledge of this aspect of ICT at the end of Years 2 and 6. They make a variety of graphs and this work forms a good link with mathematics and the application of numeracy skills through making and using spreadsheets and databases. The pupils enjoy this work and achieve well. The school has recently acquired resources to extend pupils' skills in modelling and control and this should enhance their skills further. Currently, pupils at the end of Years 2 and 6 understand that computer technology is useful in a wide variety of applications. They successfully input a series of instructions to create geometric shapes and understand that there are shortcuts available to enable them to complete this work quickly.

115 Pupils learn satisfactorily and are keen to improve and apply their skills. They listen attentively in most lessons and work together taking turns in using the computers and learning from each other. Teachers usually capitalise on this enthusiasm and make good use of praise, reward and demonstration by the pupils to guide others on how they might improve. This approach encourages pupils' social and moral development. Computers are not used enough to broaden the pupils' cultural awareness through accessing sites providing information about other countries, art galleries and different beliefs and traditions.

116 The subject is managed satisfactorily and there are good plans to improve the resources and to increase opportunities for the pupils to use computers. All staff have benefited from additional training but there has been no monitoring of teaching to keep a check on how well skills, knowledge and understanding are developed between year groups.

MUSIC

117 Overall standards in the subject are similar to those expected for pupils' age at the end of Year 2 and Year 6. Pupils, including those with SEN, make good progress in their music making. All pupils make very good progress in the singing aspect of their work and pupils who play a range of woodwind, brass and stringed instruments demonstrate a range of high quality work. Teaching has improved since the last inspection as a result of a scheme of work well founded on National Curriculum requirements and the improved expertise of class teachers who take their own music lessons. Specialist musicians support the teachers and pupils very well and this contributes significantly to the high standards in singing and the instrumental work of higher attaining pupils. There are excellent opportunities for the performance aspect of music making and school assemblies, community events and outstanding drama and musical productions enhance pupils' performance well.

118 Pupils in Years 1 and 2 achieve good standards in singing and make good progress. They sing a range of songs with a good sense of melody, pitch and phrasing. High expectations by the class teachers ensure that pupils are effectively challenged. For example, the teacher ensures that all pupils have instruments and play in turn to the teachers' instructions as the 'conductor'. The teacher gives all pupils the opportunity to perform and also to conduct others. This contributes very well to progress and attitudes which are good. Pupils' enjoy their music lessons and teachers use praise and humour well to motivate pupils and improve performance.

119 Pupils in Years 3 and 4 sing a range of counting songs and recognise many from the music only. They make appropriate progress in their knowledge of different instruments, they change tempo and vary the dynamics successfully. They compose their own counting songs and perform these confidently to the class. Pupils in Year 6 show good knowledge when comparing the styles of different songs and recognise that lyrics reflect the time when they were written. They are aware of the different elements that give structure and character to music and successfully create and improve their own mini beast 'raps'. By the end of Year 6, standards in singing are better than those normally seen.

120 The teaching seen in classroom lessons observed was good overall and when pupils are taught by specialist instrumental and singing teachers it is very good. Teachers use praise well to improve learning and sessions are well organised and well planned. The good range of musical resources are used well and teachers' subject knowledge, particularly in Years 3 to 6, is now much better than at the time of the previous inspection.

121 Leadership and management of the subject are good. The coordinator has ensured that the school's scheme of work, which is delivered in all classes, is monitored effectively. The subject has a high profile in school and about two-thirds of all the pupils in Years 3 to 6 are regularly involved with drama, choir and musical activities. The improved scheme of work gives all pupils good opportunities to develop their skills in all aspects of music making. The school has recognised the need for greater use of computers to support pupils' musical knowledge and skills.

PHYSICAL EDUCATION

122 There has been good improvement in the quality of the provision for physical education since the last inspection. Standards were judged to be average at the time of the last inspection. In the work seen in gymnastics and dance on this inspection, standards at the end of Years 2 and 6 are average in dance and better than those normally seen in gymnastics. Boys and girls perform equally well. The school is the first school in the authority to have achieved the national Sport England Activemark Award. This recognises the commitment of the school to promoting the benefits of physical activity and school sport.

123 The improvements in provision have been brought about by

- greater teacher confidence and expertise brought about by focused in-service training
- a carefully planned allocation of teaching time to all the various elements required in the subject (games, gymnastics, athletics dance and swimming)
- the development of good guidelines to help teachers plan for the progressive development of key skills
- the development of very good self review systems to bring about improvement
- raising the profile of the subject across the school
- the provision of a very good range of extra-curricular sporting activities and clubs. These develop pupils' confidence and enjoyment of sport as well as improving their achievements
- the commitment and work of the co-ordinator
- improved resources for gymnastics, including teacher guidelines for the development of this aspect.

124 After having a useful six week introduction to school swimming in Year 2, pupils in Years 3 and 4 have two complete years to develop their skills and confidence. By the end of this two-year programme of regular swimming the large majority of pupils are able to swim at least 25 metres. Some pupils go on to improve their swimming through attendance at various local swimming clubs and in competitions against other schools.

125 By the end of Year 2, in gymnastics, pupils are able to work cooperatively with a partner to demonstrate good stretching, aerobic and circular movements. In dance activities, this is extended to the matching of movements to the rhythm of music. Pupils transfer a sequence of two or more changes of body shape successfully from the floor to apparatus at various heights. They work on apparatus confidently and are not afraid to experiment in order to improve. The good foundations built in Years 1 and 2 are developed well in Years 3 to 6 and skills in dance and particularly gymnastics develop well. By the end of Year 6, pupils continue to refine their performance and in dance, for example, move appropriately to music linked to their work on the Ancient Greeks in history. In gymnastics, pupils develop the skills of movement sequences to include more complex patterns of movement both on the floor and on a variety of apparatus. At all stages, pupils who have SEN are supported well and all take an active part in all activities.

126 Teaching in the lessons seen is mostly good at all stages. Teachers have established good routines and manage activities well. High expectations of behaviour and work patterns ensure that pupils work quietly and productively. There are good opportunities for pupils to work cooperatively and this develops social skills well. A good national scheme of work gives lessons a clear structure and key skills are developed progressively from year to year. There is good emphasis on safety and pupils are taught the benefits of exercise and how it affects the body. There are some elements of the teaching and learning that could be developed further. Opportunities for pupils to comment critically on the performance of others are limited in some lessons and the more able could be pushed to extend their work more at times.

127 The co-ordination of the subject is sound overall. The enthusiastic subject leader has developed resources well and raised the profile of the subject. There has been no opportunity yet for her to monitor the quality of teaching and learning across the school, although this is addressed in school development planning for next year.

RELIGIOUS EDUCATION

128 By the end of Years 2 and 6, standards meet the expectations of the Locally Agreed Syllabus. This is a similar situation to that reported in the last inspection. Most pupils, including those with SEN, achieve well and have good attitudes to their learning. All pupils are fully included in all activities. Progress since the previous inspection has been satisfactory. Resources have been regularly updated and are now good. The subject is taught consistently well across the school.

129 By the end of Year 2, most pupils develop a sound understanding of special times such as birthdays and Christian festivals such as Christmas and Easter from their own experiences. They know how and why Christians celebrate Christmas and the significance of giving gifts. When learning about Judaism they reflect upon the lives of special people from the past such as Moses and Deborah. They know a number of stories related to the life of Jesus and the messages they portray.

130 Pupils in Years 3 and 4 extend their knowledge of the stories of Jesus by considering lives in the past. They discuss occupations and compare these with how people work today. This gives them good opportunity to reflect upon their own families, neighbours and how things have changed over time. Comparisons with the rituals and traditions of a synagogue and a Christian church enable pupils to develop and consider reasons for the separation of men and women during acts of worship in the Jewish faith. A range of good resources such as a replica Torah promotes knowledge and understanding well.

131 Pupils in Years 5 and 6 consider the Hindu religion and reflect thoughtfully on the similarities of the different religions they have studied. The teachers' capture pupils' imagination well when learning of the god Ganesha and pupils give a range of reasons why he has an elephant's head. The concept of the breaking down of barriers is well presented and pupils have a good understanding of the moral values on which the religion is founded. Pupils consider obstacles in their lives and these are shared sensitively with the class. Good links are made to their past literacy work on myths and they explore and reflect upon the stories of different gods.

132 The quality of teaching in the lesson observations and in the scrutiny of pupils' work is good overall and teachers' plan carefully using the local syllabus guidelines. Teachers have a secure knowledge of the units and plan together in year groups. This increases their confidence in teaching the subject. Teachers usually introduce lessons by explaining the purpose of the session and this raises pupils' awareness and provides motivation. For example, in Year 1, the teacher encourages pupils to consider people who are special to them and their qualities before extending their knowledge to the lives and times of famous people from the past. A teacher in Year 6 shares her own 'obstacles' in life with the pupils and this encourages them to be more open and reflective about their lives. Good opportunities are provided for pupils to work in small groups to share their ideas, learn from and value other points of view and develop their understanding of differing needs. Pupils respond well to their teachers and relationships and behaviour are consistently good across all classes. In the marking of pupils' work, there are not enough comments to indicate to pupils how their work might be improved and there is some inconsistency in the presentation of pupils' work. Resources are used well to promote understanding of Christianity and other religions. Assemblies are well organised with weekly themes and these contribute well to religious knowledge and understanding. Religious education makes a good impact upon pupils' spiritual, moral, social and cultural education.

133 The knowledgeable co-ordinator provides good leadership and has worked hard to ensure teachers are well informed and topics are well resourced. Effective monitoring and evaluation of work done by pupils has maintained standards and helped teachers in their planning. Good links are maintained with local churches and visitors from Christian and other faiths make a good contribution to pupils' knowledge and understanding. Work in music, particularly the outstanding singing of hymns and faith songs, contribute very well to pupils' attitudes and enthusiasm for their work in the subject.