

INSPECTION REPORT

BEAUFORT PRIMARY SCHOOL

Derby

LEA area: City of Derby

Unique reference number: 131980

Headteacher: Mrs M. Close

Reporting inspector: Mr K. Williams
21074

Dates of inspection: 3rd – 6th March 2003

Inspection number: 248879

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Hampshire Road
Derby

Postcode: DE21 6BT

Telephone number: 01332 347275

Fax number: 01332 347275

Appropriate authority: Governing body

Name of chair of governors: Mrs Alison Stirland

Date of previous inspection: Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21074	Mr K Williams	Registered inspector	Design and technology Information and control technology English as an additional language	What sort of school is it? The school's results and achievements. How well are the pupils taught?
19692	Mr R Folks	Lay inspector		Pupils' attitudes, values and personal development. Attendance. How well does the school care for its pupils? How well does the school work in partnership with parents? Accommodation.
32575	Mrs M Duckworth	Team inspector	English History Religious education	Assessment.
15334	Mrs J Hooper	Team inspector	Mathematics Art Music	How well is the school led and managed?
17686	Mr G Simpson	Team inspector	Science Physical education	How good are the curricular and other opportunities offered to the pupils?
22396	Mrs J Young	Team inspector	The foundation stage Geography Special Educational Needs	

The inspection contractor was:

Sandfield Educational Consultants
16 Wychwood Drive
Trowell Park
Nottingham
NG9 3RB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
THE SPECIAL EDUCATIONAL NEEDS UNIT	21
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

Beaufort Primary School is a community primary school. The school was formed in September 2000, following the amalgamation of Beaufort Infant and Junior Schools, and is part of the local Education Action Zone. There are 296 pupils on roll, which is bigger than other primary schools. At age three, the pupils are admitted to the Early Years Unit, which is a combined nursery (Foundation 1) and reception (Foundation 2) class. The attainment of pupils on entry to the school is well below average. Almost all of the pupils are of white ethnic background and a very small number of pupils are learning English as an additional language. Almost half of the pupils are eligible for free school meals, which is well above average. The percentage of pupils identified as having special educational needs, at thirty-four per cent, is above average. Nine pupils have Statements of Special Educational Need, which is above average. The school has a six-place designated unit for pupils in Years 1 to 3 with emotional and behavioural difficulties (the Nurture Group).

HOW GOOD THE SCHOOL IS

This is a good school. Although the pupils' attainment by the time they leave the school is below average in English, mathematics and science, most pupils make good progress and achieve well. The teaching, leadership and management are good and the school provides good value for money.

What the school does well

- The pupils achieve well in relation to their prior attainment, have positive attitudes to school and their behaviour is good.
- The pupils' spiritual, moral, social and cultural development is promoted very well.
- The school is well led and managed by the headteacher, deputy headteacher and governors.
- The pupils are well cared for and their behaviour is managed very well.
- The pupils with special educational needs, including those in the Nurture Group, are well supported and make good progress.

What could be improved

- Standards in English, mathematics and science could be higher.
- The marking of the pupils' work does not sufficiently focus on what they are expected to learn, how well they are doing and how they might improve.
- There are too few opportunities for the pupils to use computers to support their learning in other subjects.
- Subject co-ordinators are not sufficiently involved in monitoring the teaching and learning.
- The pupils' attendance is below average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was formed in September 2002 and has not been inspected previously.

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	n/a	E	E*	E*
Mathematics	n/a	E	E*	E
Science	n/a	D	E	E

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

The table relates to the eleven year old pupils who took the tests in 2002. Standards in English and mathematics were in the lowest five per cent nationally when compared to all schools and in science they were well below average. When compared to similar schools, the results were in the lowest five per cent nationally in English and they were well below average in mathematics and science. In last year's national tests for Year 2 pupils, the school's results were well below average in reading and writing and above average in mathematics. When compared to similar schools, the test results were average in reading, below average in writing and well above average in mathematics. As the school was formed in September 2000, it is not possible to analyse trends in its performance over time, although the results for 2002 were lower than those in 2001 due to there being a larger proportion of pupils with special educational needs in that year group.

The evidence of the work seen during the inspection indicates that the pupils achieve well in relation to their prior attainment. They make good progress and, by Year 2 and Year 6, standards are below average in English, mathematics and science. The standards attained by the pupils currently in Year 6 are better than those achieved in the 2002 tests because the teaching is consistently good, sometimes very good and occasionally excellent and the national strategies for literacy and numeracy have been successfully implemented. The attainment of the children on entry to the school is well below average and they make good progress in the Early Years Unit (Foundation Stage). By the end of the reception year (Foundation 2), they are unlikely to achieve the early learning goals for mathematical development, but many will achieve the other goals for early learning. The pupils with special educational needs, including those in the Nurture Group, are well supported and they make good progress and this is matched by the very small number of pupils who are learning English as an additional language. The school failed to meet its targets for English and mathematics in 2002 but is well placed to meet the targets set for 2003.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most of the pupils are interested in their work and concentrate well.
Behaviour, in and out of classrooms	Good. The pupils behave well in and around the school.
Personal development and relationships	Good. Relationships are positive and the pupils are very supportive of each other. They enjoy taking on extra responsibilities.
Attendance	Below average. The rate of unauthorised absence is above the national average.

The pupils have positive attitudes to the school. They mix well and take responsibility for themselves at an early stage.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

Overall, the quality of teaching is good. The children in the Early Years Unit (Foundation Stage) make a good start to school because the teaching is good and provides a secure and exciting environment in which they make good progress. In the infants and juniors, the teachers have a good knowledge of the subjects they teach and the teaching of literacy and numeracy is good. Across the school, the lessons are well organised and the management of the pupils is good. Planning is effective and, in the best lessons, what is to be learned by pupils of differing ability is clearly identified, which is usually shared with the pupils, so that they know what they are to do and what is expected of them. The marking of pupils' work is carried out conscientiously, but often does not give sufficient guidance to the pupils about how well they are doing and how they can improve and does not link effectively to what is planned for the pupils to learn. The teaching of pupils with special educational needs, and those very few pupils who are learning English as an additional language, is good and enables them to make good progress. The teaching assistants make a positive contribution to the learning of the pupils they support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The planning in the early years unit is good. In the infants and juniors, the curriculum meets statutory requirements and is enriched by a good range of extra curricular activities.
Provision for pupils with special educational needs	Good. The pupils, including those in the Nurture Group, are well supported and make good progress.
Provision for pupils with English as an additional language	Satisfactory. The school makes appropriate provision for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, particularly the provision for moral and social development. There is a clear focus on encouraging the pupils to respond well to each other and to the adults in school. They understand the school rules and why they have them.
How well the school cares for its pupils	Good overall. There are very good procedures for child protection and ensuring the pupils' welfare.

The school has established good links with parents, who have positive views of the school and its work. Although the curriculum is satisfactory overall, the use of time could be improved. Some literacy and numeracy lessons are too long and, as the foundation subjects are taught during the afternoon sessions, this sometimes means as many as three subjects being taught consecutively, presenting the teachers with organisational difficulties.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy headteacher provide strong leadership that focuses on raising standards and they are committed to ensuring that all pupils are able to achieve their best.
How well the governors fulfil their responsibilities	Good. They are developing a clear view of the school's strengths and weaknesses and they work closely with the headteacher and deputy headteacher to raise standards.
The school's evaluation of its performance	Good. There are clear procedures for monitoring the performance of staff. Assessment information is analysed effectively to set targets for improvement.
The strategic use of resources	Financial planning is good and links closely to planning for the school's improvement.

The school has a good number of staff to deliver the National Curriculum. The accommodation is good and there is a satisfactory range of resources to support the pupils' learning. Subject co-ordinators work hard to lead developments in their areas of responsibilities although they are not fully involved in monitoring the teaching and learning. The school makes good use of the principles of best value when making purchases.

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, are making good progress and they behave well. • The teaching is good, their children are expected to work hard and they are happy with the amount of homework. • The school is well led and managed; the school is approachable and keeps parents well informed about their children's progress. • Their children are encouraged to be mature and responsible. 	<ul style="list-style-type: none"> • A small number of parents would like to see the school work more closely with parents.

The inspectors agree with the parents' positive views of the school. The evidence from the inspection indicates that the school has established good links with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children on entry to the school is well below average. Many of the children have poorly developed social skills and, initially, many new children find it hard to communicate and participate fully in activities. The children make good progress in the Early Years Unit and, although most are unlikely to achieve the early learning goals in mathematical development by the end of the Foundation Stage, many are likely to achieve the other goals for early learning. The school's assessment at the end of reception (Foundation 2) indicates that for a significant number of children, language, literacy and early mathematical skills are below what is expected for this age.
2. The results of the 2002 national tests for pupils in Year 2 were well below average in reading and writing and above average in mathematics. The Year 6 results were amongst the lowest five per cent nationally in English and mathematics and were well below average in science. Girls did slightly better than boys in English, but the results were broadly similar in mathematics and science. When compared to similar schools, the Year 2 results were average in reading, below average in writing and well above average in mathematics. The Year 6 results for English were amongst the lowest five per cent of similar schools and those for mathematics and science were well below the average. As the school was newly formed in September 2000, it is not possible to analyse trends in the school's performance, although the results for 2002 were lower than those for 2001 due to there being a larger proportion of pupils with special educational needs in that year group. Inspection evidence indicates that although standards in English, mathematics and science are below average at Year 2 and Year 6, the pupils make good progress and achieve well in the infants and juniors. Inspection findings indicate that the standards attained by the current pupils in Year 6 are better than those achieved in the national tests by the 2002 cohort of pupils. This is because of the consistently good quality of teaching and the successful implementation of the national strategies for literacy and numeracy.
3. Many pupils have limited language skills on entry to the school and standards in speaking and listening are below the expected level. The pupils make good progress, however, as there are many opportunities for them to develop these skills in literacy sessions and lessons in other subjects. By Year 6, although some pupils find it difficult to express their ideas using correct vocabulary and sentence structure, they willingly take part in class discussions, respond well to the good examples of spoken language provided by the teachers and the higher achieving pupils can discuss characters in stories, justify their opinions and use appropriate language to generate ideas in 'brain storming' sessions. Standards in reading are satisfactory across the school. The majority of pupils in Years 1 and 2 enjoy books, read regularly at school and at home and use a variety of strategies to read unfamiliar material. The pupils who need extra help with their reading have extra support from adults and from more able and older pupils. This enables them to make good progress. By Year 6, many pupils are confident in their use of books and the associated language, offer their opinions on what they read and are able to apply their reading skills to learning in other subjects.
4. The development of writing has been a major focus for development during the current year. Although standards remain below average at ages seven and 11, the pupils make generally good and sometimes very good progress. By the age of seven, some pupils are beginning to join up their handwriting and their written work is often presented well. They can write for a variety of

purposes and can sequence stories and events into a logical order. The pupils are encouraged to apply a range of spelling strategies independently and check their work for spelling, punctuation and meaning. In the juniors, writing skills are developed well and, by Year 6, the pupils are able to write within a range of styles with steadily improving skills. The pupils have some opportunities to use word processing to improve and illustrate their written work. However, the quality of work produced in other subjects is not always of the same standards as that seen in literacy sessions.

5. Standards in mathematics are below average at the end of Year 2 and Year 6. Overall, the pupils make good progress as they move through the school and they achieve well. The pupils' progress is improving because of the improvements in the teaching, largely as a result of implementing the National Strategy. The rate of progress is particularly good in Years 5 and 6 because of the high quality teaching. By Year 6, the pupils add and subtract numbers, work out money problems, present simple fractions as decimals and work out the area and perimeter of four-sided shapes. Throughout the school, many pupils are less confident when solving problems, mainly because they do not always understand the wording of the problem due to their limited vocabulary, and a significant number of pupils have difficulty in explaining how they arrive at answers, especially in mental work.
6. Standards in science are below average at the end of Year 2 and Year 6. The pupils achieve well and make good progress. By Year 6, the pupils have a good understanding of the process of carrying out an investigation, making predictions and recording their results. They learn the elements of the science curriculum through investigation, which is effective. These older pupils demonstrate a high level of independence when they work, although more opportunities are needed for them to design and manage their own investigations, especially those pupils capable of attaining the higher levels.
7. Standards of attainment in information and communication technology (ICT) are in line with the expectations for pupils at the end of Year 2 and Year 6 and most of the pupils make satisfactory progress. The pupils' ICT capabilities are developed well in the lessons in the computer suite. Although there are some opportunities for the pupils to extend their knowledge, skills and understanding in other subjects, this does not yet happen systematically and the school has recognised the need to improve this aspect of the provision. The pupils attain standards that are broadly in line with national expectations in all other subjects.
8. The pupils with special educational needs are well supported by the teaching and support staff and are making good progress and achieving well. The pupils in the special educational needs unit (the Nurture Group) also respond well to the very good provision to meet their needs and they make good progress towards their specific learning programmes. The school makes appropriate provision for the very few pupils who are learning English as an additional language and they make good progress.

Pupils' attitudes, values and personal development

9. Pupils have positive attitudes to the school, they relate well to each other and their behaviour is good. Their personal development is very good. Most parents indicate that they are happy with the attitudes promoted by the school. Attendance is well below the national average.
10. The pupils enjoy school and take advantage of the wide range of activities available. They travel around the school in an orderly manner and are well behaved in the dining room at lunchtimes. They play well together at playtimes and lunchtimes. There is a good level of adult supervision at

all times and, during one indoor play on a wet lunchtime, the pupils socialised well in their classrooms and took part in a range of activities, which were readily available.

11. Behaviour is good overall in lessons and closely reflects the good quality of the teaching in the majority of lessons. The pupils concentrate for quite long periods of time and make good contributions to lessons – with great enthusiasm in the best lessons. Exclusions are used very sensibly and all efforts are made to guide and support pupils before exclusion is considered. The pupils show respect for other people’s views and feelings and this is reinforced in assemblies and lessons. They also show care for each other and help each other in the playground and in lessons. They are proud of their school and show respect for the school property and to teaching and support staff.
12. There are lots of opportunities for the pupils to take responsibility and for personal development. The part that the school council plays in the school illustrates this very well. The pupils manage the school council with only limited support from one of the teachers. In particular, their involvement in the behaviour policy review and the procedures in it, show a strong sense of ownership and responsibility. There are many examples of the pupils, including those within the special educational needs unit (the nurture group), supporting each other well. Relationships within the school are good. A family atmosphere has been developed and this, together with the learning environment contributes considerably to the progress of the pupils whilst in the school.
13. The pupils’ attendance is well below the national average. The rate of unauthorised absence is well above the national average because, in some cases, the reasons are not reported to the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Overall, the quality of teaching is good and this has a positive impact on the progress made by the pupils. During the inspection, the teaching was satisfactory or better in almost all of the lessons seen. It was good in half of the lessons and very good or excellent in almost one in five. There is very little unsatisfactory teaching.
15. The teaching is consistently good in the Early Years Unit (Foundation Stage). As a result, the children make a good start to school, make good progress and achieve well. The teaching is well organised and offers children an exciting learning environment with a broad and balanced curriculum structured to meet their many different needs. The learning tasks are designed to interest and motivate the range of ages and abilities. The children gain independence as they make choices from the activities offered. The quality of the relationships is a major strength. The adults are very well prepared and work extremely effectively together and very good relationships also exist between the staff and the children.
16. In the infants and juniors, the teachers have a good knowledge and understanding of the subjects they teach. The national strategies for literacy and numeracy have been implemented successfully and the basic skills are well taught. The teachers have benefited from the national arrangements for training teachers in information and control technology (ICT). Lessons in the ICT suite are soundly taught, with examples of good teaching in the infants and juniors. The school has recognised the need to extend further the use of ICT to support the teaching and learning in other subjects and to increase the opportunities for the pupils to use and apply their skills. In all subjects, the teachers plan together effectively and, in the most successful lessons, provide a good range of opportunities that meet the needs of different levels of ability. The planning clearly identifies what is to be learned in each lesson, which is usually shared with the

pupils, so that they know what they are to do and what is expected of them. Examples of this successful teaching are found in both the infants and juniors, but they are consistently evident in the Year 5 and 6 classes. Here, the pupils often make very good progress because of the brisk pace of lessons and the exciting range of activities. Across the school, the lessons are well organised and the management of the pupils is good and often very good. The pupils respond by behaving well, supporting each other and sustaining good concentration.

17. The marking of pupils' work is carried out conscientiously but, generally, day-to-day assessment and marking do not give sufficient guidance to the pupils so that they have a clear idea of how well they are doing and understand how they can improve. On many occasions, the marking consists only of general remarks or ticks with insufficient account taken of the planned objective for learning and too little feedback given to pupils. Examples of effective marking are seen in Years 5 and 6, where the pupils are involved in assessing their own progress towards meeting the learning objectives. This is not common practice throughout the school.
18. The quality of teaching by all those who support the pupils with special educational needs is good. The co-ordinator (SENCO) takes responsibility for all of the staff and advises the support adults throughout school. There is good informal liaison, as well as the regular meetings when the pupils' progress is discussed and new targets are set as appropriate. Their knowledge of individual pupils and the expertise they share enables the support to be of high quality. The staff are trained to aid those who have extra support in class or during withdrawal sessions and the adults have a high awareness of individual pupils' special educational needs. The class teachers ensure that the teaching assistants are well informed about their role in lessons. The quality of teaching in the special educational needs unit (the Nurture Group) is very good and has a very positive impact on the progress and smoothness of integration of these pupils. The school makes appropriate arrangements to support the very few pupils who are learning English as an additional language.

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

19. The school provides a satisfactory curriculum, which is balanced and broadly based. It includes all subjects of the National Curriculum and religious education, and meets the statutory requirements for all of them. Acts of worship meet statutory requirements both in terms of frequency and content. Sufficient time is allocated to subjects, but there is a need to review the organisation of the school day and the use of time within it. Occasionally, literacy and numeracy sessions are over-long and, as the foundation subjects are taught during the afternoon sessions, this sometimes means as many as three different subjects being taught consecutively, presenting the teachers with organisational difficulties. The school also needs to review the unsettling impact that pupils, returning to their classrooms from activities such as literacy and numeracy support, music and craft, have on the remainder of their classes. The provision for pupils with special educational needs is good, as is the provision for gifted and talented pupils. All subjects have schemes of work, although there are weaknesses in the provision for physical education and music, which the school has recognised. Subjects are well planned on a long, medium and short-term basis. Plans are regularly monitored by the head and deputy-head teachers, which ensures continuity and progression. Lesson plans have clear learning objectives and the planned activities generally meet the needs of all levels of ability, including the pupils with special educational needs and the few pupils who are learning English as an additional language.
20. The national strategies for literacy and numeracy have been implemented well and these subjects are taught effectively. The organisation of mixed-age classes into smaller ability groups is instrumental in raising standards in English and mathematics in the juniors. Whilst literacy skills

are taught well, the school recognises the need to increase the opportunities for the pupils to develop their writing skills in other subjects. Science is successfully taught to single age groups in Years 5 and 6. Other subjects are planned on a two-year cycle, which meets the needs of pupils in mixed-age classes. A homework policy has been established and this is regularly and consistently applied. Curriculum support is successfully provided through booster groups and extra language groups. Pupils also support each other admirably with 'reading partnerships' and 'talking partners', which involve older pupils assisting younger ones.

21. The provision for pupils with special educational needs is good. There is an extremely effective system in place for the identification and monitoring of the pupils' progress. Individual education plans set out clear and achievable learning targets. The pupils' progress is reviewed regularly. The teaching assistants make a valuable contribution to the pupils' learning. The overall good quality of provision is having a positive impact on the pupils' achievement. The school keeps an up-to-date register of pupils with special needs. All staff understand the staged approach to the identification and provision for special educational needs. The pupil's records provide accurate profiles of their individual learning needs. This enables their progress to be monitored effectively by the co-ordinator. The pupils with statements have good support to meet their academic and social needs. There is a 'staged' approach to integration used with pupils who attend the Nurture Group, depending on their emotional needs during each session in the day. The individual education plans are very good quality and appropriate. Targets fit with literacy and numeracy criteria where necessary. They address the pupils' difficulties very effectively. The staff ensures that appropriate support is provided to enable all special needs pupils to participate fully in the wide range of extra-curricular activities and trips.
22. A good programme for the development of personal, social and health education has been introduced. This is planned and taught well, and includes aspects of drugs education. The school is close to achieving a 'Healthy School' award, which involves pupils in aspects of healthy eating and healthy life-styles. The governors have taken the decision not to teach sex education, although growth and development is taught with the help of the school nurse. Extra-curricular activities are good and are popular with pupils. Clubs include football, line-dancing, craft and choirs. The assistance of volunteers with these clubs is good and makes a significant contribution to the pupils' overall development. The curriculum is also enriched by a range of visits and visitors to the school. Good use is made of available funding to support these activities, so that pupils also benefit from residential visits. These include stays at Cromford Mill, Skegness Holiday Home and an outdoor pursuits centre at Black Rocks.
23. Community involvement in the school is good and effective links have been made with businesses, which enrich the lives of all concerned. The school also makes a significant contribution to the community through, amongst others, its mothers and toddlers groups, basic skills training groups and computer lessons. The school relates well with its partner institutions, which ensures a smooth transition to the next stage of education, and benefits from being part of the local Education Action Zone. Very good use is made of specialist support agencies, which makes a positive contribution to learning and progress, both academic and social. The integration programme with a local special school is a very worthwhile and commendable initiative.
24. Provision for spiritual, moral, social and cultural development is very good and is a strength of the school. The school's ethos encourages pupils to respond well to each other and to adults. The pupils are constantly encouraged to consider others and to be contributing members of the community. Notices are posted in classrooms to remind them of this, for example 'there is no *i* in team!' and 'together we succeed!' The pupils soon acquire a sense of self-esteem and social responsibility. They know the difference between right and wrong and help and respect each

other. For instance, older pupils help younger ones in specific activities, and more able pupils help their peers in class group work. The pupils soon develop an excitement and interest in their learning. The pupils co-operate and collaborate in their work and develop a high degree of independence, especially in Years 5 and 6. Spiritual development is also fostered in assemblies, often with visiting ministers, and through the curriculum, as pupils study other faiths and develop understanding and tolerance. Writing in the role of Jarrow marchers, or as victims of the Blitz, fosters an empathy with, and an understanding of, other people's difficulties. In all of their lessons, pupils are given the opportunity to talk and to express their ideas.

25. The teachers encourage the pupils' moral development by including them in the writing of the school's code of conduct. Rules and expectations are reinforced through notices and posters throughout the school. The pupils have a clear awareness of school rules and the consequences of both good and unacceptable behaviour and attitudes. They discuss issues, such as truth and honesty, in personal, social and health education, as well as in assemblies. The teachers work hard to create an orderly, well-organised and attractive environment. This is respected by the pupils and it gives them a sense of security, as well as an appreciation of the wider world. The school's systems are well organised and there is a high level of expectation of the pupils' roles within them. The teachers manage their lessons very well, provide very good role models and establish good relationships. Consequently, the pupils' behave well, are polite and courteous and really enjoy school. Their achievements are celebrated weekly in an assembly, when they are made to feel special. Systems for recording achievements are a constant reminder around the school, of the need to strive for improvement, both as an individual and as a member of a team. The pupils are very generous in raising money for charities and often take the initiative in doing so.
26. The school places a very high priority on the pupils' social development. Classes and groups are organised so that pupils learn to co-operate and work together. The school council, with elected representatives from all age groups, is an effective way of raising the pupils' awareness of their responsibilities. It works well, and the pupils enjoy recounting its achievements, such as the provision of mirrors in the cloakrooms. The chairperson and secretary, both pupils, are provided with a day's training, an excellent process. All pupils, not just those directly involved, benefit from this well run organisation. The pupils carry out their responsibilities conscientiously and effectively. They can be seen at lunchtimes, monitoring behaviour and ensuring an orderly community. The 'buddy' system enables older pupils to relate to specific younger partners, which is of mutual benefit. Hence, older pupils learn to be considerate, caring and aware of others' needs. Younger pupils feel more secure and develop self-confidence and self-respect.
27. The pupils learn about their own and other cultures in subjects such as geography and history and from many other experiences provided by the school. In religious education, they learn about other world faiths. Visits to different places of worship reinforce this. The celebration of festivals adds greater understanding of the differences and similarities of a range of cultures. Hence, the pupils are taught to be tolerant of diverse beliefs and to work in harmony with each other. Visiting theatre groups build on this understanding as the pupils learn about the Holocaust or the plight of refugees. The pupils learn of the culture of the United Kingdom through a programme of visits to places of historical, geographical and cultural interest. Lessons emphasise their literary, historical, musical and artistic heritage. They learn to write from different points of view, assume the role of historical figures and paint in the style of artists, such as L.S. Lowry. Very good displays of their work consolidate and extend their knowledge and understanding of distant cultures, e.g., India and Nepal. Very good displays throughout the school are useful in providing a stimulating learning environment, as well as fostering cultural and environmental awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school has very good procedures for child protection and for the welfare of its pupils. Health and safety procedures are good and the monitoring of attendance is satisfactory. The procedures for promoting good behaviour are very good. Parents are very pleased with the way that the school looks after their children. The care, support and welfare of the pupils is a strength of the school.
29. The school has very good procedures for child protection and follows them with care, sensitivity and thoroughness. The designated person is very experienced and keeps up-to-date by attending courses and conferences. First aid procedures are good and all staff have had training. The procedures for monitoring and promoting attendance are satisfactory. The school has a computerised system but does not yet make full use of the monitoring systems available and of the range of analysis that is possible. As a result, absences and areas of concern are not always followed up sufficiently quickly, particularly in those cases where the reason for absence is not reported to the school. A recently appointed education welfare officer is helping the school to address the high percentage of unauthorised absences. There is a good range of awards, which help to promote and encourage better attendance amongst the pupils.
30. The staff know the pupils very well and provide good support and care for them during the school day. Pupils who need particular attention are very well supported during lessons and at all times whilst at school. The school has access to a wide range of outside agencies and specialists who provide guidance and support to the school, including the educational psychologist, the community paediatrician and the school nurse. The educational psychologist works very closely with the special educational needs support teachers and this is a very effective combination. There are good links with other local schools and the exchange of clear records enables the pupils to settle well in their new schools.
31. There are very well established procedures for monitoring and promoting good behaviour. Through the behaviour policy, the pupils are encouraged to behave well and they enjoy the recognition that they get, for example in assemblies. The school council, to which many pupils contribute, makes a positive contribution to this process.
32. The assessment and target setting procedures, whilst satisfactory, are new and still at the developmental stage. The assessment co-ordinator has a clear overview of the agreed practice and supports individual teachers in the implementation of the policy. The school administers the national tests and informs parents of their children's attainment. The optional tests are also administered at the end of Years 3, 4, and 5. The assessment co-ordinator carries out an analysis of standard assessments to identify strengths and weaknesses within individual year groups and across the whole school. This information is reported to the governing body and teaching staff. It also identifies key issues for the school development plan. Tracking sheets are used by the assessment co-ordinator and headteacher to identify pupils for booster groups or extra help in literacy and numeracy. The information also forms part of the performance management procedures within the school.
33. The school has recently established appropriate assessment and target setting procedures for English, mathematics and science. Formal assessments of writing, science and mathematics are administered each term. The work is recorded in each pupil's 'Special Book' and individual targets are set for the next stage of their learning. However, the procedures are not implemented consistently in all classes. In English, group targets are set from priorities within the individual targets. In this way assessments are beginning to inform planning, but this is not yet established throughout the school. Reading is assessed through regular comments in reading record books as

well as in end of year optional tests. This information is used to identify the correct level of reading book. However, comments in reading records are very general and do not give a true reflection of pupils' reading ability. The teachers have received training in assessing and levelling writing and setting specific targets. Some targets are still too broad and do not impact on the pupils' learning. The procedures for identifying and assessing the pupils with special educational needs are good. The results of these assessments are well used to ensure that the targets contained in the pupils' individual education plans are appropriate to their needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The school has established good links with parents, who have good views of the school and its work and make a good contribution to their children's learning. Parents are provided with a satisfactory range of information to advise them of their children's progress.
35. The parents who responded to the questionnaire and those who attended the meeting are supportive of the school and are happy with its work, although a small number of parents expressed concerns about how closely the school works with them.
36. The school does a lot to encourage parents to participate in both their children's and their own learning. A good example of this is the Family Learning Group. This is a group of parents who attend a course each week during which they have the opportunity to work with their own children. The school has an 'open door' policy and welcomes parents at any time. The school strives to make it easy for parents to approach them so that any problems can be dealt with. A number of parents work in the school and some help voluntarily with activities such as reading and cooking.
37. There is a small but active Parents' and Teachers' Association which organises fund-raising and social events for the school. Parents contribute to their children's learning by involving themselves in the homework and use the homework book effectively to respond to the school.
38. The parents of pupils who have special educational needs are kept fully aware of the school's policy and practice. Most are supportive and are pleased the school has identified their child for extra support. A very positive, informal support system exists between the parents and the special needs support staff. The co-ordinator for special educational needs goes into the playground before and after school each day. The parents know this and approach her if they need to talk. The co-ordinator can also approach any parents she needs to see or, if necessary, she contacts them by telephone. This system is quick, efficient and effective and is a strength of the provision.
39. The school's prospectus is well-presented and this information is supplemented by a satisfactory annual governors report to parents. Newsletters are sent out from time to time to keep parents informed of events. The annual pupil reports are satisfactory and comply with statutory requirements. They are evaluative and although they identify areas where the parents can help, they do not yet formally identify areas for improvement by subject to link to the pupils' individual targets.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The leadership and management of the school are good. The school's aims are wholly appropriate and there is a shared vision that there is no ceiling on pupils' achievement. The headteacher and deputy headteacher form a very good, complementary partnership and are clear about what needs to be done in the school to improve further. They have the full support of a

committed, enthusiastic and hardworking team of teachers and support staff and a well-informed and very supportive governing body. Since the amalgamation of the infant and junior schools the good progress the school has made is evidence of the hard work put in by the staff. There has been a very clear focus on raising standards and whole school subject policies and schemes of work have been implemented. However, due to the many changes in staff, the senior management team is relatively new and is not yet functioning fully in the management of the school. Although the headteacher and deputy headteacher are actively involved in the monitoring of teaching and learning, improving the teachers' planning and in scrutinising pupil's work, this area of management has yet to be delegated to all subject co-ordinators in the development of their role.

41. The school's provision for special educational needs is very well organised and managed by the Special Educational Needs Co-ordinator (SENCO). The policy meets the requirements of the new Code of Practice and there are clear references to special educational needs in other curriculum policy documents. The work of the co-ordinator is clearly focused on ensuring that the pupils are able to make good progress towards their particular targets. This is a paramount concern for all of the support adults and is reflected in the large amount of in-service training and this enables their teamwork to be particularly well -focused and effective. The advisory teacher for special educational needs is available to offer advice when needed.
42. The governors have a wide range of expertise and some are regular visitors to the school. They fulfil their responsibilities well. A good number of governors helped to oversee the amalgamation of the two schools and they have a good understanding of the strengths and weaknesses of the school. The Chair of Governors works in close partnership with the headteacher. Individual governors have responsibility for special educational needs and subjects, and they have a very good understanding of the provision. The governors appraise the work of the headteacher and set targets for improvement. They fulfil their role effectively in holding the school to account for the quality of education it provides.
43. The school improvement plan is a detailed document that presents a clear vision for raising standards. Achievable goals have been set, timescales are realistic and methods of monitoring progress towards the goals are clear. Specific grants, such as those for special educational needs, are used well and linked to expenditure outlined in the school improvement plan. Funding from the Educational Action Zone is used very effectively to employ classroom assistants to support the pupils, and especially those with special educational needs. The headteacher is very pro-active in procuring grants to supplement the school's budget and these are also used well; for example, the grant obtained from the Arts and Sports Council has been used to provide an exceptional outside sports area that will significantly improve the provision for physical education.
44. Control of the school's finances and the day-to-day management of finance are good. Regular and detailed analysis of spending is carried out and any variances that will have a financial impact are identified. Best value is sought by the governors at all times when considering the purchasing of goods or services. For example, the governors have recently contracted the maintenance of the school grounds to an outside agency. Financial planning is related through the school improvement plan to the school's educational priorities. However, the school recognises that the evaluation of the impact of spending decisions on standards needs to be developed. Day-to-day routines run smoothly and are well known to pupils and parents.
45. There is a good number of appropriately qualified and experienced teaching and support staff to meet the needs of the curriculum and the arrangements for managing the performance of teachers meet the national requirements. The school was built in 1952 and occupies a large site with

extensive grounds. There is plenty of space for the number of pupils on roll. The accommodation is being improved over a period of years and is generally in good decorative order internally. There are imminent plans to address the remaining parts in need of redecoration. Although the infants playground is in poor condition, the school has plans to use the new sports area as a playground. The infants' present playground will then become a landscaped quiet area. The school has two halls and a separate bright and attractive dining room. The pupils also benefit from the library and Computer Suite and a number of community rooms, which include a very useful after-school club and a crèche. The school's accommodation enables the delivery of the full range of the national curriculum requirements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to raise standards and improve the already good quality of education, the governing body, headteacher and staff should:

- (1) raise standards in English, mathematics and science by:
 - developing further the opportunities for the pupils to use and apply their writing and mathematical skills in other subjects;
 - increasing the opportunities for the pupils to design and manage their own scientific investigations;
 - continuing to improve the use of assessment information to inform the planning of future work and to set targets for individual pupils.
(paragraphs 4, 6, 20, 32, 33, 66, 71, 78 – 80, 92, 94)
- (2) improve the marking of the pupils' work by:
 - ensuring that marking relates to the planned objective for learning;
 - providing the pupils with sufficient information about how well they are doing and how they might improve their work.
(paragraphs 17, 68, 74, 79)
- (3) improve the pupils' use of information and communication technology skills by:
 - identifying in the plans for each subject where information and communication technology skills are to be used to support the pupils' learning.
(paragraphs 7, 16, 71, 74, 95, 98)
- (4) improve the co-ordination of subjects by:
 - building on the good practice in English to identify how the teaching and learning in each subject is to be monitored and developed.
(paragraphs 40, 75, 84, 87, 94, 98)
- (5) improve attendance by:
 - monitoring closely the level of unauthorised absence to bring it in line with the national average;
 - reviewing the procedures for monitoring attendance so that absences are followed up more quickly;
 - making better use of the computerised system to monitor attendance to analyse problem areas.
(paragraphs 13, 29)

In addition to the key issues above, the following weakness should be considered for inclusion in the governors' action plan:

- make more effective use of teaching time by reviewing the length and timing of lessons and the impact that the withdrawal of pupils from lessons has on their classmates when they return.
(paragraph 19)

The Special Educational Needs Unit (The Nurture Group)

47. The Nurture Group opened in September 2002 and it provides a secure and caring learning environment for up to six pupils with emotional and behavioural difficulties. The four pupils who attend are at risk of exclusion for their behaviour towards adults and children. Although their behaviour has improved since September, the pupils are as yet not ready for full integration into mainstream school.
48. Overall, the pupils' attainment is below national expectations but they are making good progress with their individual learning programmes. The pupils in the Nurture Group have the same curriculum entitlement as other pupils in school. They are provided with a good curriculum and the work offered to the pupils is carefully planned to allow for their individual special needs and successful access. There is a clear set of class rules that allows the use of the 'calm room' whenever pupils feel the need to be on their own to quieten down. This allows learning opportunities for the rest of the group members to be enhanced and impacts on the success of integration times into mainstream class.
49. The quality of teaching within the group is very good. The special educational needs co-ordinator is the pupils' full-time teacher. She takes responsibility for their learning and pastoral care and provides advice to the staff in the mainstream classes about managing the pupils. There is an extremely effective system in place for the identification and monitoring of pupils' progress. Individual education plans set out clear, achievable learning targets. The pupils' progress is reviewed each day by the teacher. The teaching assistants make an extremely valuable contribution to the pupils' learning. They have a strong awareness of the emotional, social and academic needs of the group and their support has a significant impact on how the pupils learn. There is a 'staged' approach to the pupils' integration, depending on their emotional needs during each session in the day.
50. The pupils have major difficulties adapting to the accepted behaviour code in the mainstream classes. They find it hard to control their feelings and often react in a violent way, needing 'time out' in order to calm down. The behaviour management of the pupils and the strategies used within the Nurture Group are of high quality. Where possible, choices are given to the pupils to allow them an element of 'control'. At the times when no choices are offered, the pupils are expected to comply fully and there are clear sanctions if they do not. Each incident is dealt with according to the pupil's needs and the circumstances at the time.
51. In addition to formal learning, the teacher's focus for the group is raising the pupils' awareness of acceptable social behaviour, whilst caring for each pupil's emotional needs. Part of each day is

set aside to develop accepted social rules and the necessary personal interaction that leads to working in harmony with other group members. To that end, each day begins with a breakfast that pupils and adults prepare and eat together. Underpinning the whole of the Nurture Group day is the desire to raise self-esteem. The use of praise and rewards play a significant part in this. Central to its long term success is the staff commitment throughout school to the inclusion of these pupils in mainstream classes. The staff act as very good role models and have established a structured and predictable place where the pupils can learn to trust adults whilst fulfilling their individual curricular needs.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	35	21	1	0	0
Percentage	1	16	50	30	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	260
Number of full-time pupils known to be eligible for free school meals	0	127

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	13	81

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	1.6

National comparative data	5.4
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	21	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	12
	Girls	14	15	18
	Total	23	23	30
Percentage of pupils at NC level 2 or above	School	64 (90)	64 (90)	83 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	12	11
	Girls	15	17	15
	Total	23	29	26
Percentage of pupils at NC level 2 or above	School	64 (90)	81 (100)	72 (100)
	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	24	25	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	18
	Girls	12	12	18
	Total	20	23	36
Percentage of pupils at NC level 4 or above	School	41 (53)	47 (61)	73 (83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	19
	Girls	14	15	18
	Total	23	26	37
Percentage of pupils at NC level 4 or above	School	47 (50)	53 (61)	76 (78)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	216	13	1
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	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	1	0	0
Black or Black British – Caribbean	2	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)	11.6
Number of pupils per qualified teacher	22.4
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	226.25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	42
Total number of education support staff	4
Total aggregate hours worked per week	130

Financial information

Financial year	2002/2002
	£
Total income	804156
Total expenditure	775773
Expenditure per pupil	2916
Balance brought forward from previous year	26730
Balance carried forward to next year	55113

Number of pupils per FTE adult	10.5
--------------------------------	------

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.4
Number of teachers appointed to the school during the last two years	5

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	279
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	3	1	0
My child is making good progress in school.	61	33	3	0	2
Behaviour in the school is good.	50	41	6	1	2
My child gets the right amount of work to do at home.	41	49	8	1	1
The teaching is good.	60	37	1	0	1
I am kept well informed about how my child is getting on.	53	38	6	2	1
I would feel comfortable about approaching the school with questions or a problem.	67	27	3	3	0
The school expects my child to work hard and achieve his or her best.	69	28	0	0	2
The school works closely with parents.	46	41	7	4	2
The school is well led and managed.	56	41	1	2	0
The school is helping my child become mature and responsible.	51	42	1	0	6
The school provides an interesting range of activities outside lessons.	48	39	3	2	8

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

52. The Foundation Stage children are taught in the Early Years Unit which is a combined nursery (Foundation 1) and reception (Foundation 2) class. Foundation 1 children attend part-time for either a morning or afternoon session. Foundation 2 children attend full time from the September before their fifth birthday. At the time of the inspection, forty one full-time and thirty-nine part-time children attended the Unit each day. The unit, opened in September, is well organised and managed. Although in the early stages of development, it already offers children an exciting learning environment and a broad and balanced curriculum structured to meet their many different needs. The learning tasks are designed to interest and motivate the range of ages and abilities. The classroom is organised into different areas of learning. The children are taught in focused groups according to their age and ability for part of each day. Each morning, the children spend time planning their first task and how it can be tackled. Later, at snack time, they are given an opportunity to discuss what they have achieved. This allows them increased independence and choice from the activities offered. The staff has a clear vision for the development of the Unit and have produced an action plan to show how they intend to do it. The quality of the relationships is a major strength in the Foundation Stage. The adults are very well prepared and work extremely effectively together. Very good relationships also exist between all the staff and children. Good provision is made for those with special educational needs. Individual support in small group situations is of high quality. The children are well-integrated into the activities. This has an extremely positive impact on how all of the children develop and learn.
53. The overall attainment of the children on entry into the Early Years Unit is well below that expected. Social skills are poorly developed and many new children find it hard to communicate and participate fully in activities. Assessment at the end of reception indicates that, for a significant number of children, language, literacy and early mathematical skills are below what is expected for this age.

Personal, social and emotional development

54. The children make good progress in their personal and social development because the school gives it high priority and promotes it effectively throughout the unit. The adults take every opportunity to ensure individual children feel safe, happy and secure. As a result, the children in Foundation 1 demonstrate positive attitudes to school. As many of the children find it hard to communicate, great emphasis is placed on times when they can sit in small groups with adults. These activities cater well for those who are slowly gaining confidence to experiment or participate. In this way, the children are introduced very well to school routines. They are encouraged to begin to voice their likes and dislikes, share and take turns. The children are slowly taught to work and play co-operatively and increase their understanding of acceptable behaviour. Personal independence is developing well. They try hard to take care of themselves, for example when small groups assume responsibility for serving and clearing up after snacks. The children in Foundation 2 are developing a good understanding of what is expected of them as they prepare large apparatus for physical development in the hall. This increasing independence, and eagerness to participate in tasks, enables them to make choices for themselves, be responsible and care for the things they use. The organisation in the unit helps children to learn how to work well together as part of different groups. The older children persevere with activities, without direct supervision, for extended periods of time, particularly when they have initiated the task. Although many Foundation 1 children are at the stage of playing alongside each other within a group task, those in

Foundation 2 co-operate well when sharing resources. The adults ensure that children are clear about expectations for behaviour and as a result, it is often very good.

55. Teaching in this area is good. Very good relationships exist between all of the staff and children. Good provision is made for those with special educational needs. Individual support in small group situations is of high quality. The children are well integrated into activities. The strong focus put on daily routines and personal and social development activities is already beginning to impact extremely positively on the overall attainment and progress made by the children throughout the unit.

Communication, language and literacy

56. By the time they are ready for the infants, the children are likely to reach the level expected for five-year-olds. Many of those in Foundation 1 find it difficult to express themselves clearly in sentences. They make their needs understood by using a mixture of single words and gestures to convey meaning. They are given every opportunity to copy the good examples of speech and language offered to them by the adults. Specific times are set aside for speaking and listening skills to be developed, such as in small groups, singing, story and discussion times. The quality of questioning during these sessions is good and is a strength of the teachers' work. This is contributing very well to broadening the children's vocabulary and enabling accelerated progress in this area. Many of the Foundation 2 children listen attentively to adults. They wait without interrupting until it is their turn to speak and are eager to contribute to discussions and conversations. A minority has good levels of fluency. Most use their developing vocabulary well, expressing ideas and opinions independently. They choose words carefully and thoughtfully when asking and answering questions. The children understand that print carries meaning and progress in early reading is evident as they share books. Older higher attaining children enjoy reading simple stories with adult support. The children are encouraged to recognise their names particularly at the beginning of each day when they 'sign in' or when writing their names to identify belongings whenever possible.
57. Mark-making is practised in a variety of ways throughout the Foundation Stage. The children frequently trace, draw, crayon, and experiment with dough. The adults encourage the children to 'write' independently or produce drawings for the display board. Slowly, the necessary skills for the more formal aspects of writing are developing successfully. Some children experience difficulty with pencil control skills and letter formation. Although the higher attaining Foundation 2 children have reached the stage of knowing what they want to write, few are at the stage of attempting completely independent writing. Many children, however, are confident to write at length in an emergent way and make a good attempt at 'reading' what they have written.

Mathematical development

58. By the end of Foundation Stage many children need more time to achieve the level expected of them in mathematics. In the Early Years Unit, mathematical learning is promoted through a range of practical tasks. Many games are played in order to develop knowledge of number by estimating, counting, sorting and sharing. Made-up games using familiar coloured objects in the Post Office, home corner and shop help the children to develop and extend their previous mathematical knowledge as they play in 'role'. With adult prompts, these experiences help them to compare size and shape with increasing accuracy as they compile sets of objects according to the different criteria suggested. The most fluent children are confident to explain why they make certain decisions when making choices in the sand and water. Whilst completing tasks, filling and emptying containers they learn to consider why during an experiment the expected outcome is sometimes different from what actually happens.

59. In Foundation 2, many children count to ten and work more confidently with numbers up to five. Higher-attaining children, supported by good teaching, are developing a secure understanding of simple addition facts up to five whilst completing practical tasks. A range of simple mathematical terms is introduced in Foundation 1, as shape comparisons are investigated in the dough and sand. When organising drinks and fruit, the children tally numbers based on situations from every day life. Problem solving is introduced by matching colours, sizes and shapes whilst using three-dimensional equipment to build train tracks, bridges and roads. Mathematical understanding is further developed by ordering patterns when completing jigsaws, using construction toys or arranging numbers on the washing line.

Knowledge and understanding of the world

60. By the end of Foundation 2, the majority of children are likely to attain the level expected. To compensate for the difficulty some children have reasoning and making connections between past, present and future events, the adults offer them many opportunities to handle things and to understand what they are. The children identify clothes for different occasions and climates. They learn to appreciate differences between baby clothes and school uniform. These ideas are extended in Foundation 2, when the school and the local environment are investigated. Throughout the Foundation Stage, the birth of a new baby in the family and individual children's birthdays are treated as special times. As they learn to recognise more life skills, they appreciate how slowly; they have changed over time. In class, the daily routine includes ordering and recognising the days of the week, different weather conditions and raising awareness of how the sessions are organised. Priority is given to special days and events. Higher attaining Foundation 2 children are developing some understanding of the order of events in the school day. Most know what happens at assembly and dinnertime and many record their findings in drawings and pictures. Other older children are increasingly confident as they go on errands around school, describing how to get to the playground or dining hall, often using gestures to identify directions. Technological skills are developing well. The children cut, stick and join as they construct three-dimensional models using recycled materials and construction kits. Small groups of Foundation 1 children are carefully guided through the different skills needed to make a coloured collage picture. Older children use the computer competently to create pictures, patterns and draw two dimensional shapes. Having written their names and coloured in the shapes, higher attaining children print their work independently. Other children show aptitude with use of the audio tape when recording their planned morning task. Later, they listen to see if they fulfilled their original intention. Teaching is good in this area because the adults offer the class plenty of opportunities to investigate and solve problems as they learn more about themselves and their environment.

Physical development

61. Most children will have reached the standard expected of them by the time they finish Foundation 2. Teaching is good in this area because the adults understand the importance of quality outdoor experiences and encourage the children to persevere in order to improve what they do. The children are given good daily opportunities to practice and improve their manipulative skills. They make up rules and join in adult-led playground games to further develop effective control of their bodies. Many Foundation 2 children steer the wheeled toys with confidence and reasonable accuracy. A variety of activities that extend their manipulative and physical skills are also offered in the classroom. They gain finer control through cutting, painting and building. They benefit from the times allocated to showing them how to use tools, equipment and materials. The staff appreciate that the younger children's handling and use of pencils, crayons and other tools is less accurate and many need continued practice in small hand control skills to enable them to write

letters and numbers more easily at a later stage. Thus, many successful games have evolved where children practise these skills when drawing pictures, patterns or writing lists with different implements. Most children are learning to move confidently, imaginatively and with good directional control. Proficiency is shown when moving at different speeds as routines and games are practised in the hall. Foundation 2 children use the school hall for large apparatus activities. Much agility and skill is shown as they manoeuvre their bodies in, out and through equipment as directed. Areas of development in the outside area have already been identified by the staff.

Creative Development

62. Most children are likely to achieve the level expected for their age by the time they reach the end Foundation 2. There is a wide range of self-manageable creative tasks available to the children. Most of the creative elements, including sand, water and use of paint are available each day. As they mature, the children are developing a range of creative skills. Foundation 1 children listen carefully to music, with older and more confident older children singing a range of previously learned songs with some understanding of the tune. They explore pitch, singing loudly or quietly, and accompany simple songs using percussion instruments that they have made. They clap and move to simple rhythms when listening to taped rhymes and songs in the hall. Many opportunities are provided for the children to explore colour, shape and texture. When choosing paint and materials they show growing understanding of how to mix and match shades as collage work is developed. They show imagination when writing letters and designing cards when playing in the Post Office. Throughout the Foundation Stage, good opportunities are provided for role-play in the three different areas. Many children are beginning to learn the importance of co-operating as they play together and act out different situations spontaneously and inventively. Tools, scissors and a variety of brushes are used with increasing competence as they complete their tasks. The teaching is good. The children are offered many opportunities to experiment and learn by a process of trial and error, in integrated activity sessions.

ENGLISH

63. Attainment in English is below the national average at the end of Year 2 and Year 6. The school has made very good progress in implementing the National literacy Strategy and most of the pupils, including those with special educational needs and the very few who are learning English as an additional language, make good progress. There is no marked difference in the work produced by boys and girls. The rate of progress accelerates in Years 5 and 6, because the teaching is often very good. Whilst the results of the 2002 assessments for pupils in Year 6 were in the lowest five per cent nationally, the work of the current pupils in Year 6 indicates standards are rising and that the school is line to achieve the target set for 2003.
64. Given the limitations of pupils' language skills on entry to the school, standards in speaking and listening are below the expected level. In all year groups, speaking and listening skills are developed through discussion activities, but the pupils find it difficult to express their ideas confidently using correct vocabulary and sentence structure. Literacy lessons foster the development of speaking skills in and other subject areas, especially history, make a valuable contribution. All of the younger pupils have access to role-play areas in their classrooms and these are integrated into literacy and other subjects. In the juniors, the teachers make good use of questioning to challenge the pupils to clarify their ideas. The pupils benefit from the good examples of spoken language given by their teachers. By Year 6 the higher achieving pupils can discuss characters in stories, justify their opinions and use appropriate language to generate ideas in 'brain storming' sessions. For example, upper junior pupils contributed well in a question and answer session on the subject of evacuees. In a lower junior lesson, the pupils' discussion on the

use of religious artefacts was well structured and led to the written recording of their ideas. Listening skills are satisfactory and sometimes good; the pupils follow instructions well, and listen carefully in whole class sessions. A group of pupils, identified as having specific needs in speaking and listening, take part in three sessions each week with a trained teaching assistant. These short, focused sessions, called 'Talking Partners', give a direct opportunity for the development of speaking and listening. The teachers evaluate the impact of this programme at the end of ten weeks, when new targets will be set for the pupils.

65. Standards in reading are satisfactory across the school. The majority of pupils in Years 1 and 2 enjoy books and read regularly at school and at home. Individual pupil progress is recorded in a home/school record book in which both teachers and parents write regularly. The teachers' comments enable teachers and parents to address identified weaknesses when listening to readers. The younger pupils use a variety of strategies to support their reading, including sounding out words and using clues from pictures. Higher ability pupils use a wide range of strategies and can predict what might happen next. The pupils who need extra help with their reading take part in the 'Better Reading Partnership', a scheme in which they receive extra adult support sessions. A 'Buddy Readers' programme also operates, in which higher ability and older pupils are paired with younger pupils to give them support and an opportunity to read aloud. These pupils are closely monitored and are making good progress. Most pupils are able to read and enjoy a variety of books and use appropriate strategies to help them read unfamiliar words. Lower ability pupils in Years 3 and 4 use a very narrow range of strategies, based mainly on sounding out words or recognising words they already know. In the majority of lessons, a support teacher or other adult is present to support lower ability pupils with their reading and this helps pupils to make good progress. When the lower ability pupils do not have the support, however, they have difficulty during the independent reading times. Older, fluent readers are encouraged to choose books that are appropriate to their ability level. The choice of books for less able pupils is limited and relies mainly on lower levels of the reading scheme. These books are often not at the appropriate interest level to capture the struggling reader's interest. The older pupils are confident in their use of book language, offer their own opinions on texts, and read a range of fiction and non-fiction. They are able to apply their reading skills to learning in other subject areas, for example in history.
66. Writing has been the major focus for English development this year and the standard of work seen during the inspection provides evidence that standards are improving. Although writing remains below expectations at ages seven and 11, the pupils make generally good and sometimes very good progress. By the age of seven, some pupils are beginning to join up their handwriting and their written work is often presented well. They can write for a variety of purposes and can sequence stories and events into a logical order. The higher attaining pupils write and illustrate their ideas very well and many produce pieces of extended creative writing. The pupils are encouraged to apply a range of spelling strategies independently and check their work for spelling, punctuation and meaning. From Year 1 onwards, the pupils have a high level of independence, which is fostered by the supportive classroom displays giving guidance on vocabulary, content, spelling and punctuation. In the juniors, the range of written work is good, including creative and imaginative stories and poems and writing for a variety of purposes and audiences. In Years 5 and 6, the pupils demonstrate their ability to write within a range of styles with steadily improving skills. The pupils have some opportunity to use word processing to improve and illustrate their written work. The quality of work produced in other subjects is not planned systematically and is not always of the same standard as that seen in literacy sessions. The teachers need to monitor the pupils' writing to ensure that the same high expectations are applied.

67. The pupils with special educational needs have detailed individual education plans and are well supported. The teaching assistants play an important role in this provision and they are effectively deployed by teachers in whole class and independent sessions.
68. The quality of teaching is good overall and there are examples of very good teaching in Years 5 and 6. The teachers have a good understanding of all aspects of the teaching of English and they are confident in teaching the basic skills in reading and writing. They provide good opportunities for the pupils to use and apply these skills in the lessons. Where the teaching was less than good, the link between whole class and independent work in the literacy lesson was not made effectively. The Teachers in Years 5 and 6 have high expectations and usually provide work that challenges all pupils, including the higher attainers. In the most successful lessons, the pupils make very good progress because of the pace and rigour of the work, the high quality of questioning and the exciting range of activities. For example, in Year 6 the middle and higher ability group were working on story planning and creating an effective setting. The high expectations and challenging tasks enabled all pupils, including the reluctant writers, to succeed. Overall planning is good and the literacy strategy has been implemented effectively. However, the plans do not always provide adequate information on what is planned for different groups of pupils and how the work will be assessed. Similarly, information and control technology is under-used in the subject. The majority of lessons had effective whole class session at the end of the lesson to reinforce what has been learned. There are effective systems of assessing and recording the pupils' progress and this information is beginning to be used in the planning for groups and to set individual pupil targets. Although work is marked frequently, the comments are often too general to help they pupils know how well they are doing and how they might improve their work.
69. The subject is very well managed by two co-ordinators, one from each key stage, and this is a strength. The monitoring of all aspects of work in literacy is now well established. Lesson observations and an analysis of the teachers' planning, the pupils' work and assessment data are used to identify strengths and weaknesses in the subject. The information gathered from these activities has identified priorities for the literacy action plan. The budget is well-managed and, as a result of a whole school audit, new resources are now in place. A comprehensive training programme has ensured that all teachers are up-to-date in, for example, agreeing standards in writing. This, in return, has impacted positively on teaching and learning throughout the school. Parents make a valuable contribution by hearing pupils read at home and there are very successful links with local industry to supplement the already very good support for reading in the school. Authors are regularly invited into school to work with pupils on a regular basis, although there are few opportunities for the teachers to read to the pupils, due to the constraints of the timetable. This would be an invaluable opportunity to develop language and enrich vocabulary. The two libraries offer a range of non-fiction and fiction books, although the books in the junior library are not attractively displayed and some are in poor condition. Few pupils used the library during the inspection period.

MATHEMATICS

70. The inspection evidence confirms that standards in mathematics are below average at the end of Year 2 and Year 6. However, this is an improvement on the results in the last year's national assessment tests and as a result the school is likely to achieve its challenging and realistic targets for pupils achieving Level 4 or above in 2003.
71. Overall, the pupils make good progress as they move through the school and most pupils achieve well. The pupils' progress is improving because of the improved teaching skills in using the national framework. However, the pupils' rate of progress varies from year to year and it is particularly

good in Years 5 and 6 because of the high quality teaching in these year groups. The improving assessment information allows the teachers to respond more effectively to the needs of individual pupils. This information is used well when devising teaching groups based on the pupils' ability. However, although standards are rising, the school is aware that they are still not high enough and this is a high priority in the school improvement plan. Whilst there are good examples of numeracy being used effectively in other subjects, there are too few planned opportunities for the pupils to do so. Computers are increasingly being used to support the pupils' mathematical development, for example, in presenting data in different forms, and the school recognises the need to further develop these links. The pupils with special educational needs are well supported and make good progress overall. There is no significant difference between the performance of boys and girls.

72. Basic knowledge and understanding of number work is well established and the pupils use number lines well to aid their addition and subtraction. Most of the seven-year-old pupils understand the value of numbers to 100 and can add a two-digit number to another two-digit number. They extend this into addition of money up to £1. More able pupils subtract using two-digit numbers. They know the properties of simple two and three-dimensional shapes and make simple graphs to represent data they have collected. By the age of 11, the pupils add and subtract numbers with two places of decimals and use this to work out money problems. They present simple fractions as decimals and vice versa. They work out the area and perimeter of four-sided shapes and investigate triangular and square numbers. Throughout the school, many pupils are less confident in applying their mathematical knowledge and understanding when solving problems, mainly because they do not always understand the wording of the problem due to their limited vocabulary. Also, for the same reason, a significant number of pupils often find difficulty in explaining how they arrive at answers, especially in mental work.
73. The quality of teaching and learning observed was always good or better; it was often very good in the upper junior classes. The scrutiny of pupils' work generally supported this. The teachers have a good knowledge and understanding of the subject and plan lessons which are well matched to the needs of the group. A lively pace is usually maintained. The pupils respond to this by being very attentive, behaving well and by remaining involved and on task during lessons. The teachers are clear about what is to be learned in each lesson, which they usually share with the pupils, so the pupils know what they are to do and what is expected of them. The introductions to lessons usually concentrate on mental arithmetic and the teachers question pupils well in these sessions. The pupils respond confidently, but their thought processes are sometimes too slow and their range of expression, too limited. In a very good lesson with the more able Year 5 and 6 pupils, the teacher asked the pupils to explain the strategies they used for working out a mental problem, continually asking them for more clarification in their explanations. She valued pupils' contributions and gave them positive reinforcement which encouraged them to aim high.
74. The pupils learn to use appropriate mathematical vocabulary, supported and prompted by the classroom displays. Interesting activities engage the pupils' interest and they work enthusiastically. When computers are used, they are used well. For example, the teacher, working with a class of lower ability Year 1 pupils, demonstrated very effectively using a computer program, how to order numbers. A group of pupils used this independently afterwards to develop their learning. Their mouse control was good as they dragged the numbers to the correct position. However, there is a need for more such opportunities. The teachers generally use praise well and also apply the school's behaviour policy unobtrusively. Thus, a lively and friendly atmosphere is maintained, which is conducive to good learning. This leads to pupils with good self-esteem and a willingness to do their best. Although teachers set individual targets for pupils, they rarely relate to these in their marking. Too often, the teachers' marking is simply

praise and does not give points for improvement or set targets for future learning. However, the teachers do have a good knowledge of their pupils and keep a close eye on progress. The teaching assistants give good support to the pupils with special educational needs, which allows them access to the full curriculum at an appropriate level.

75. The management is satisfactory and both co-ordinators are keen to raise standards, as shown in their action plan. However, although the headteacher and deputy headteacher monitor teachers' planning, pupils' work and teaching and learning in the classrooms, the co-ordinators' role does not contribute to this process. Regular testing of the pupils enables their progress to be monitored and the information is being used to help plan work for the pupils of differing abilities. More able pupils who show an aptitude for mathematics have the opportunity to go to the local secondary school for homework clubs, where their skills are developed further. Resources for the subject are adequate and accessible.

SCIENCE

76. The inspection evidence confirms that standards in science are below average at the end of both the infants and the juniors. This is an improvement on the results of the 2002 national tests when standards were well below the national average. The pupils achieve well and make good progress. There is no significant difference between the performance of boys and girls. The pupils, including those with special educational needs and those capable of high attainment, are well served by work that is well matched to their levels of ability and their progress is also good. The co-ordinator has analysed the results of national tests and identified a weakness in understanding and explaining the process of scientific investigation. The focus of this year's work has been to address this problem across the school. Current work indicates that pupils are achieving a better understanding and standards are improving. In order to keep a check on attainment and progress the school has introduced a series of tests, which are applied every half-term. These are used to set targets and inform planning, although they do not tie in with the national tests taken at seven and eleven and comparisons, therefore, are more difficult to make.
77. The pupils cover a systematic programme, which includes all the necessary elements of the national curriculum. The emphasis on scientific investigation is evident in each year group. By Year 2, for example, the pupils gather data about food, which they then convert into a block graph of favourite foods. This data is then transferred to a computer-generated graph. Pupils record their work in a variety of formats, which include annotated drawings, charts, graphs and diagrams. Pupils complete activities planned to meet their level of ability. Above average pupils in the infants, work at the level expected nationally. Average and lower ability pupils achieve standards below this.
78. By Year 6, the pupils have made good progress, although their standards are still below the national average overall. Progress is satisfactory in Years 3 and 4, but greater progress is achieved in Years 5 and 6. This is because lessons in these year groups have a brisk pace and the teachers have high expectations. The oldest pupils have a good understanding of the process of carrying out an investigation. For instance, when finding out how exercise affects pulse rate, they plan what they need to do and how they will do it. This includes making predictions and recording results. In this process, the pupils learn how to carry out a fair test, how to look for patterns in results and how to evaluate their work for future reference. They learn the elements of the science curriculum through investigation, which is effective. The planned work takes account of all levels of ability, so that most eleven-year-old pupils are achieving national expectations, with a small number achieving above this. The older pupils demonstrate a high level

of independence when they work. More opportunities are needed for them to design and manage their own investigations, especially those pupils capable of attaining the higher levels.

79. The quality of teaching is good overall. The teachers plan carefully, so that all levels of ability are suitably challenged. The pupils, therefore, become engrossed in their work and maintain a high level of concentration. This is supported by the teachers' very good level of management and control, which keeps pupils on task. They introduce lessons well, and ask good questions to promote discussion and extend thinking. The pupils are given time to respond, so that they can consider their answers and give reasons for their decisions. However, the quality of verbal responses shows that the pupils struggle with technical vocabulary and expression. Resources are well prepared. In the best lessons, the teachers have a very secure knowledge and understanding of the subject. The pace of these lessons is rigorous and the pupils work hard throughout. In a Year 6 lesson, the pupils carried out an investigation on 'dissolving', which was developed systematically and methodically. They fully understood what they were doing and how to apply the process in different situations. The emphasis in this lesson was on 'being a scientist', which motivated the pupils to think for themselves, to discuss their findings, comment on strengths and weaknesses and recommend improvements. Similarly, in a Year 5 lesson, the teacher leads the pupils systematically through the process of establishing a fair test, which gives pupils the opportunity to practise their verbal, as well as scientific, skills. The teaching and learning is less successful when teachers are less confident and resources are not efficiently distributed. Time is lost in these lessons, as the pace of learning drops. Although the concept of fair testing is included, the explanations lack clarity and the pupils do not understand the process fully. The teachers' marking varies in quality and purpose. It does not always focus on the learning outcomes of the lesson, or suggest to the pupils how they can improve their work. Similarly, better use could be made of assessment information to plan future work.
80. The subject co-ordinator has a very good knowledge and understanding of the subject and its strengths and weaknesses. There is a clear plan of action, which aims at improving investigative science and the use of information and communication technology. Standards are monitored by scrutinising plans and the pupils' work and through discussions with colleagues. The co-ordinator has worked very hard, and successfully, to improve the curriculum. Across the school, the pupils would benefit from a greater emphasis on learning and using subject specific language, so that they can remember what they have learned and work more quickly, and from more opportunities to develop and manage their own investigations.

ART AND DESIGN

81. Standards for the pupils in Years 2 and 6 are those expected of pupils of their age. The pupils' work on display and the teachers' planning shows that the pupils develop and use their skills appropriately as they move through the school.
82. The pupils experiment with colours, mixing and matching them, using colour to show different textures and to produce different tones of colour. They use a good range of materials effectively in their work, such as pencil, paint, chalk, pastel and wax crayons, and they use paper and fabric for collage work. For example, pupils in Years 1 and 2 paint some very brightly coloured pictures of sunflowers and farms. The pupils frequently use their artistic skills to support their work in other subjects. For example, the pupils in Years 3 and 4, in connection with their geography topic on India, draw pictures of the Taj Mahal and colour them effectively with crayon. In another class, the pupils make good use of oil pastels to colour the pictures of Hindu gods, they draw from their direct observation of models. In Years 5 and 6, the pupils study 'still life' painting. They observe and appreciate the work of famous artists such as Cezanne, making pertinent comments,

for example, 'It's old because of the furniture', and suggesting alternative titles such as '*A Drop of Warmth* - because of the warm colours'. In their own compositions of still life, some of the pupils draw arrangements of halved peppers, using shading to very good effect to illustrate light and shadowed areas. Some of these drawings are of an above average standard. In these lessons, the quality of teaching was usually good. The teachers achieve a good balance between teaching skills and practical work. Through skilful questioning they encourage the pupils to look carefully at the paintings of other artists, consider their impressions and explain how it made them feel. Most pupils are keen to answer and, although the teachers encourage them to use correct artistic vocabulary, for example, 'depth', 'texture' and 'tone', some find it difficult to express themselves because their general vocabulary is limited.

83. The work on display shows that pupils draw and paint in the style of famous artists such as Lowry, and also of other cultures, when they paint the 'mango' patterns seen in Indian artwork. Some pupils use their computing skills to produce some colourful and imaginative pictures. However, there is very little evidence of three-dimensional art work or work with materials on display.
84. The co-ordination of the subject is in its early stages. However, the two co-ordinators, new to the post, are enthusiastic and have written an appropriate action plan indicating how they would like to see art developing throughout the school. For example, they would like to see a more consistent approach to using sketch books throughout the school. The schemes of work ensure that pupils' skills are built on progressively as pupils move through the school. The co-ordinators have not had the opportunity to monitor pupils' work nor to work alongside colleagues in their classroom to evaluate the impact their teaching is having on pupils' learning. Currently, there are no formal procedures for assessing pupils' work or progress.

DESIGN AND TECHNOLOGY

85. It was only possible to observe lessons in the infants during the inspection. The evidence from these lessons, the teachers' planning, the work previously carried out by the pupils and from discussions with teachers and pupils indicates that standards are in line with what is expected of pupils in Years 2 and 6. Most pupils, including those with special educational needs and the very few who are learning English, are making satisfactory progress.
86. The school provides an interesting range of activities that build on the skills learned by the pupils in previous years. The pupils in Years 1 and 2 know that there are different types of vehicles and can identify some of the parts. They are able to design vehicles, including a 'special bus', using labelled drawings to show the main features. The infant pupils also investigate and make puppets and begin to evaluate their work by answering questions such as 'is it the right shape to fit your hand?' and 'how could it be improved?' They have satisfactory sewing and sticking skills. The pupils continue to make satisfactory progress in Years 3 and 4, as they investigate sources of light, design a simple torch and apply their skills to design Christmas tree lights. These pupils also design, make and evaluate effective containers to hold money. The upper junior pupils 'brainstorm' their ideas for slippers and create detailed plans showing the construction and purpose, together with the materials they plan to use. The finished products, using card, felt and other materials, are often of good quality and their evaluations are thoughtful.
87. The teaching is satisfactory overall. In the lessons seen, the teachers had gathered a good range of artefacts to stimulate the pupils' ideas about vehicles and help develop their understanding of the main features. The preferred method in these lessons was for the teacher to focus on a group of pupils to guide them through the planning stage. This was effective, with a good range of

questions asked, and resulted in the pupils working hard to produce their best work. However, on occasion, the pupils who carried out other, art-related activities, needed the teachers' help, which interrupted the flow of the lesson. The teachers' demonstrate a sound knowledge of the subject and encourage the pupils to plan carefully and evaluate thoughtfully. The two co-ordinators provide sound leadership for the subject and, although the partnership is fairly new, they have had a positive impact on the teachers' planning. This is based on the national guidelines and covers an appropriate two-year cycle. The co-ordinators have identified the need to ensure that the work planned takes account of all levels of ability and to extend the arrangements for monitoring the teaching and learning. They are building a useful collection of work to demonstrate the quality and range of experiences and they have established good links with a local company, which broadens the range of opportunities and the resources available to the pupils.

GEOGRAPHY

88. The standards attained by the pupils are in line with the expectations of pupils at the end of Year 2 and Year 6. The co-ordinators have recently implemented a new scheme of work and are fine-tuning it in order to meet individual pupil needs as closely as possible. The scrutiny of the pupils' books indicates that the work fits closely with the learning needs of different groups of pupils. The systematic development of geographical skills is given sufficient emphasis to enable the pupils, including those with special educational needs, to reach an appropriate level of knowledge and understanding by Year 6.
89. When studying the immediate locality of the school, younger infant pupils successfully describe the position of landmarks in appropriate geographical terms. They read and draw simple maps and plans of the area. By the age of seven, they understand how to compare and contrast their own locality with the Peak District and places further away. For example, they are able to find cities familiar to them on a map of Great Britain. Throughout the infants, the pupils show an ability to translate their thoughts into recorded work by designing simple routes to show how to get from home to the school playground. When learning about the travels of Barnaby Bear, pupils appreciate differences that occur in hot and cold countries and how a different climate affects people's choice of clothes or the type of skin an animal has. Year 2 pupils compare their home city of Derby with the capital city. They discuss nearby places of interest that they have visited. Whilst looking at the similarities and differences of these places, they also suggest reasons why London is special. During the infants, the pupils are offered a range of practical experiences, including visits that enable the designing of routes, observing unusual types of houses and homes and travelling on different forms of transport. Daily routines in class encourage geographical awareness, as the pupils keep weather charts, investigate different climatic conditions and try to appreciate how their lives would be affected by different weather conditions.
90. The older pupils in the juniors compile fact files of Indian culture in order to compare living and working conditions in western and eastern Nepal and Chembakolli with their own lifestyles at home. In doing so, they become familiar with atlases and the range of information provided by them on climate, population, agriculture and industry. The pupils use detailed maps and plans reasonably accurately when they study facts and features of different locations in order to identify the effects of water on the landscape. They know what causes a river to flood and the devastating effects of drought. Their study of the many uses of water enables them to analyse the causes and effects of pollution and how disease can be carried. The pupils develop a good awareness of the importance of caring for the environment as they progress through school. Older pupils in the juniors explain how the environment can be damaged and how and why litter causes pollution. When considering features of how their locality has changed over time, they

compare their lifestyle with living conditions in the Greece, Egypt and India. Many pupils use geographical vocabulary successfully when communicating their ideas. Throughout school, good quality, well-chosen photographs and resources aid research in this subject, enabling the pupils to develop their skills further by interpreting evidence from pictures and maps. The pupils are also beginning to use the Internet effectively to communicate with other schools in this country and abroad.

91. Only a small number of lessons were observed during the inspection. However, discussion with pupils and the scrutiny of their previous work shows that the quality of the teaching is never less than satisfactory. One of the major strengths of the teaching is the effective use of fieldwork and the value placed on first-hand experience. As a result, the pupils have good opportunities to draw on their observations and make good links between different aspects of the topics they study. Educational trips and visits are used effectively to develop and extend the pupils' knowledge and skills to the full. The teachers manage discussions well and offer good opportunities for links with history and art. The satisfactory resources are being extended systematically. Assessment and monitoring procedures have yet to be developed.

HISTORY

92. The standards attained are broadly in line with the expectations of pupils at age seven and eleven. Younger pupils make satisfactory progress and, by the age of seven, they are beginning to grasp the concept of the past and that things change over time. History in Years 1 and 2 is integrated into topic areas along with geography. The pupils are able to talk about how things have changed and compare farming in different periods. They also have an opportunity to learn about famous people in history, for example Florence Nightingale, and key events such as the Great Fire of London. By Years 5 and 6 the pupils are making good progress in their knowledge and understanding of the history topics taught. At the age of eleven they demonstrate their understanding of the features and factual knowledge of the history of Britain. For example, the work displayed on the major events of the Second World War showed that pupils had researched the life of an evacuee and life in London during the Blitz. The pupils had used their knowledge and understanding to write imaginary letters home and diary entries, as well as recounts and reports. The standard of the written work in pupils' books does not always reflect the standard achieved in their English lessons and, in Years 1 to 4, there is sometimes an over-reliance on worksheets that offer very little opportunity for the higher ability pupils to demonstrate and apply their skills.
93. Although the three lessons observed during the inspection were in the juniors, the evidence from the teachers' planning, the pupils' previous work and from discussions with the pupils indicate that, overall, the quality of teaching is good. The quality of teaching observed in the upper juniors was very good, especially where teachers used a variety of stimuli to compare life at different times in the past. The work is well planned to take account of different levels of ability, either by adult support or through an adapted task. In all of the lessons observed, the teachers had altered the task to enable lower ability pupils to succeed. Sometimes teachers also change the task or level of questioning to create more challenge for the higher ability pupils. Where the teaching was most successful, the teachers made clear the purpose of the lesson and reflected on the learning at the end. Teaching was less successful when teachers told pupils the facts and did not involve them actively in the learning process. In one successful lesson, on the life of an evacuee, the teacher had organised another member of staff to visit the classroom 'in role' as an evacuee. The pupils had prepared questions in the previous lesson and were able to represent the information gathered during a variety of tasks, which were modified to take account of different levels of ability. The more able pupils were able to interpret the answers in order to gain an insight into the feelings and

life of an evacuee. The lower ability pupils were successful in remembering facts and representing them as a character portrait. The teachers prepare well for the lessons and make good use of artefacts to aid discussion. In a very successful lesson, the teacher used a suitcase of artefacts to demonstrate the life of a child in 1940. The pupils were able to reflect on what they know, what they think they know, and what they would like to know. This approach was seen in a number of lessons and was very successful in enabling pupils to use historical evidence to improve their understanding of the past.

94. The curriculum follows national guidance. Currently there are mixed-age classes and the school has managed this by developing a two-year cycle for planning. As yet, there is too little emphasis on developing the pupils' writing skills to support their learning in history and to reinforce literacy skills. Two teachers have the responsibility for co-ordinating the subject. Although this partnership is in its early stages, the co-ordinators have begun to identify future developments. A policy is in place and a new scheme for teaching history was recently introduced and will be evaluated at the end of the summer term. The co-ordinators have an overview of work and planning, but monitoring of the subject is not yet systematic. There is liaison with outside agencies and the school accesses extra books and artefacts to supplement the boxes of resources already available within school. The pupils are sometimes taken out on visits to historical settings in order to gain first hand experience.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

95. Standards in ICT are in line with the expectations of pupils in Year 2 and Year 6. Most of the pupils, including those with special educational needs, make satisfactory progress. The pupils' capabilities are developed well in dedicated lessons in the computer suite. Although there some opportunities for the pupils to extend their knowledge, skills and understanding in other subjects, this does not happen systematically and the school has recognised the need to improve this aspect of the provision.
96. The pupils in Years 1 and 2 learn to search for information about animals using a menu and an index. The more able pupils are able to access the program they are using from a floppy disk, using the mouse confidently, and they can select the animal to be studied from a limited range. They work hard and sustain good concentration and the more able pupils enjoy helping those who are less experienced. Pupils in the lower juniors learn that they can control a 'screen turtle' by giving it instructions and they can predict how it will move. These pupils are making satisfactory progress in the development in their use of the mouse and keyboard. They know that their instructions have to be precise, for example indicating whether the 'pen' should be in the up or down position to make the turtle draw lines or move without drawing. The pupils in Years 5 and 6 learn about spreadsheets and confidently manipulate the information on the screen, for example entering data, altering the width of columns and calculating using a formula. The teachers' planning and discussions with the pupils indicate that an appropriate range of activities is taught in each year group, in line with the national guidelines.
97. Overall the quality of teaching is satisfactory, although there are examples of good teaching in the infants and juniors. The teachers have a sound knowledge of the subject and have benefited from the national arrangements for training teachers and from school-based support. The lessons are well organised and good use is made of the 'smart-board'¹. Where the best teaching is seen, the teachers ensure that the tasks are challenging for all levels of ability and have high expectations of

¹ This is a white board that is linked to a computer controlled projector. A large image is projected and the teacher, or pupil, is able to control the screen in much the same way as they would with a mouse.

what the pupils are capable of achieving. Occasionally, the introductory activity takes place in the pupils' own classroom. Whilst this is effective in ensuring that the pupils understand the task, some pace is then lost in moving to the computer suite, taking up valuable teaching time. The teaching assistants make a good contribution, particularly in ensuring that the pupils with special educational needs are able to participate fully.

98. The ICT co-ordinators are knowledgeable about the subject, are developing a clear idea of its strengths and weaknesses and provide sound support for the teachers' planning. They deal with technical difficulties as they arise and ensure that the budget for the subject is used to support the planned developments. More time is needed to enable the co-ordinators to monitor the teaching and learning more closely. The planned curriculum covers the requirements of the national curriculum. Although computers are sometimes used to support the pupils' learning in other subjects, this is not planned in a systematic way and limits the opportunities for the pupils to use and extend the skills that they learn in the lessons in the ICT suite.

MUSIC

99. No lessons were observed in Years 1 and 2 so it is not possible to make a judgement on standards and the quality of teaching and learning for these year groups. Although only one lesson was observed in Years 5 and 6 and two in Years 3 and 4 these lessons, together with the individual and group music tuition and singing in assemblies, indicate that pupils are attaining standards expected for their age in the juniors. Some of the pupils who have individual and group tuition, especially those learning to play the violin, reach above average standards.
100. The pupils enjoy singing; they sing in tune and they know a range of songs and hymns. Particular enthusiasm was shown in assemblies and by the senior choir. In their lessons, the Year 3 and 4 pupils were developing the understanding of a graphic score in order to create their own. In one lesson, the pupils were experimenting and practising making sounds with different types of paper; some were very imaginative. Through good questioning, the teacher drew out from the pupils how they might represent these sounds pictorially. Most pupils made good attempts to combine the sounds and produce a pictorial notation, developing their ideas well. Throughout school, all the pupils have opportunities to play a range of untuned and tuned percussion instruments. For example, in their lesson, the pupils in Years 5 and 6 were developing their listening skills through copying rhythms played by partners using the same type of instrument. Most showed great concentration as they tried to copy the rhythm exactly. In a link with their history topic on World War II, they sang a song of the time with great enthusiasm, and most recognised that it was a 'happy song'. However, very few were able to identify a range of popular styles of music.
101. The quality of teaching in the three lessons observed during the inspection was satisfactory. The teachers were clear about what they wanted the pupils to learn and had appropriate subject knowledge. They generally managed the pupils effectively and expected them to participate fully in the activities. The specialist teachers, who teach individuals and groups for recorder and violin lessons, have very good subject knowledge and the teaching in these lessons was good.
102. The headteacher is the co-ordinator and has only recently taken on the role. She is keen to promote music throughout the school even more, when it becomes a focus for development this year. Most teachers are confident to teach music and the scheme of work they use ensures that the pupils' skills are built on systematically. The school funds individual and group violin and recorder lessons and the headteacher is hoping to extend the provision to brass lessons. Those

pupils who attain a specific level of proficiency in playing the violin are given the opportunity to go to Saturday morning music school at no cost, as the coach is funded by the Education Action Zone. This gives the pupils the valuable chance to play as part of an orchestra. The pupils are given the opportunity to perform in concerts and the choir sang in the Derby Music Festival. The pupils have regular opportunities to listen to and appreciate music as they enter and leave the hall for assemblies.

PHYSICAL EDUCATION

103. The standards achieved by the end of Year 2 and Year 6 are in line with national expectations and most pupils, including those with special educational needs, make satisfactory progress. During the inspection, gymnastic lessons were observed in both the infants and the juniors. The teachers' planning shows that all of the other elements of the curriculum are taught. Although swimming has undergone a recent re-organisation, a satisfactory proportion of the pupils swim 25 metres by the end of the programme.
104. Pupils in Year 2 wear appropriate clothing for lessons and behave well when they move to the hall. Most pupils listen well to the teacher's instructions and follow instructions to warm up effectively. They run quietly and lightly, changing direction appropriately. An awareness of space and each other is evident as they move around the hall. With prompting from the teacher, most pupils recognise some of the changes that occur during exercise and they are beginning to understand the importance of warming up. Satisfactory control is exercised when pupils stand, stretch and crouch down. They perform well when demonstrating movements such as jumping and rolling or balancing on one foot. After observing each other's performances, they make constructive points for improvement. They put out apparatus safely.
105. By the age of eleven, the pupils have a secure understanding of the importance of warming up. They run, jump and stop in a controlled way and quickly respond to the teacher's instructions, when required to introduce other elements, such as a roll, or adding extra height to a jump. When using apparatus, the pupils demonstrate a satisfactory understanding of take-off, flight and landing during gymnastics. They work conscientiously when developing a sequence. Performance improves notably when the pupils are required to demonstrate their achievements to their peers. The pupils provide constructive comments when evaluating and they make good suggestions for improvement.
106. The quality of teaching is satisfactory. The teachers have a secure knowledge and understanding of the subject and include all of the necessary components in their lessons. They outline their requirements clearly, so pupils know what is expected of them. High expectations of behaviour, supported by very good management techniques, results in quiet, orderly lessons, which are conducive to secure, safe learning. The teachers generally encourage the pupils to observe demonstrations of good practice, but sometimes opportunities for them to evaluate each other's work are missed. When this is included, the pupils describe well what they see and comment sensibly. An outcome of this is that pupils take notice of what is said, and improve the quality of their work. The teachers are very careful to emphasise safety factors, especially when moving apparatus. Occasionally, too few mats are provided for floor work, which means too few pupils can work at a time. Sometimes the lessons lose pace and there is little time for the plenary and cool-down sections. The planning for lessons does not always take account of the different levels of ability, so that some more able pupils are not sufficiently challenged.
107. Provision in the subject is currently being reviewed by the newly appointed co-ordinator. She is aware of the strengths and weaknesses in the subject and is intent on improving the scheme of

work, a necessary development. Facilities in the school are good. The hall is spacious and outdoor areas are extensive. The recently developed, floodlit, all-weather area is an excellent resource and will give ample opportunity to develop a range of activities, both for the school and the community.

RELIGIOUS EDUCATION

108. Standards of attainment overall are in line with the expectations of the locally Agreed syllabus. The pupils, including those with special educational needs and the very few who are learning English, make satisfactory progress.
109. By the age of seven, the pupils know about a range of celebrations and places of worship, and they hear stories from the Bible and from Sikhism. The pupils are able to retell events and identify religious symbols and signs. In Years 3 and 4, the pupils willingly share ideas and discuss events and beliefs. For example, the Year 3 and 4 classes were looking at the significance of Easter to Christians and the pupils were able to relate the events to their own lives and suggest similar events from their own personal experience. There was also a good cross-curricular link made with a geography unit on India and the study of Hinduism in Years 3 and 4. This was very effective in extending the pupils' knowledge and understanding of different cultures and religions. The older pupils are able to discuss the use of religious artefacts and the role they play in worship and they reflect on their own learning through a review session at the end of the lesson.
110. The pupils have positive attitudes to their learning and generally concentrate well on the tasks set by the teacher. However, when the work lacks challenge, some pupils do not apply themselves adequately to their learning and their progress is unsatisfactory. The pupils respond well to questions and take part enthusiastically in classroom discussions. Their work is generally well presented for display purposes and there are many stimulating examples throughout the school. On occasions, the work presented does not reflect the standard of presentation in their English books.
111. The quality of teaching is satisfactory. Generally, the teachers are confident in their subject knowledge and the planning follows the recently introduced Agreed Syllabus, supplemented by the school's own scheme. Displays throughout the schools represent a variety of writing formats and show the care that the pupils take to present their work well. The work seen ranges from a study of the story of Noah, the parable of the lost sheep recorded within the shape of the sheep, to a colourful display on Hinduism in Years 3 and 4. Key vocabulary is displayed in the classroom and this enables the pupils to work independently on writing tasks.
112. The two co-ordinators manage the subject well. There is a policy in place and the scheme of work is adapted for mixed-age classes. Assessment opportunities are at present not developed and teachers rely on assessment through questioning towards the end of the lesson, or by looking at finished pieces of work. The co-ordinators support staff with ideas at the planning stage and intend to carry out a curriculum review at the end of this school Year. This should identify strengths and weaknesses in the curriculum, gaps in resources and areas for professional development of staff. The teachers deploy support staff effectively to ensure that the tasks meet the needs of all pupils and to develop speaking and listening skills throughout group and whole class sessions. Resources for the subject are adequate and are housed within the classroom and the school library. Artefacts are stored centrally for use throughout the school. There are good links with the local church communities.