

# INSPECTION REPORT

## **NEWTON PRIMARY SCHOOL**

Newton, Alfreton

LEA area: Derbyshire

Unique reference number: 112507

Headteacher: Mrs H Littlewood

Reporting inspector: Mr D Law  
20575

Dates of inspection: 14 – 17 October 2002

Inspection number: 250108

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Hall Lane  
Newton  
Alfreton  
Derbyshire

Postcode: DE55 5TL

Telephone number: 01773 872384

Appropriate authority: The governing body

Name of chair of governors: Mr A Cooke

Date of previous inspection: 6 December 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20575	David Law	Registered inspector	Mathematics Physical education Science	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
8992	Julian Vischer	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
30724	Delia Hiscock	Team inspector	Educational inclusion Art and design Design and technology English Information and communication technology	How high are standards? b) Pupils' attitudes, values and personal development
30669	Margaret Sandercock	Team inspector	Foundation stage Special educational needs Geography History Music Religious education	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

The school has 145 pupils, 77 boys and 68 girls. It is smaller than most primary schools. Nearly all pupils are of white ethnic background and no pupils have English as an additional language. There are five Traveller children. The proportion of pupils eligible for a free school meal is within the broadly average range at 12 per cent. The proportion of pupils with special educational needs is 16 per cent; pupils with a Statement of Special Educational Need comprise 2 per cent of the school roll – these figures are broadly average. Most children benefit from pre-school educational experience before they enroll in the reception class. Attainment on entry to the reception class varies from year to year, but is generally below the average expected for this age, particularly in language and literacy. The school has set appropriate targets for improvement. The school aims to achieve a community spirit and to value and develop pupils as individuals with positive attitudes to learning.

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

This is an improving school with the capacity to become even better. Standards have risen over the last three years and in English, mathematics and science are at least in line with those expected of Year 2 and Year 6 pupils. Throughout the school, teaching is good overall and is particularly strong in the basic skills of literacy and numeracy. The headteacher and key staff evaluate the work of the school effectively to set targets for improvement. The school provides good value for money.

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

- Relationships are very good; staff work well as a team for the benefit of pupils
- The headteacher provides clear and purposeful leadership; she is ably supported by the deputy headteacher
- There are strong links with the community; parents have a very positive view of the school's work
- Pupils enjoy coming to school; they work and play well together
- The headteacher and teaching staff have implemented good procedures for monitoring the work of the school; they have a clear view of what needs to improve further
- Provision for pupils' moral and social development is very good
- The teaching of speaking and listening is very good; literacy and numeracy are well taught – this is enabling pupils to progress well in their learning

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

- Standards of pupils' writing throughout Key Stage 2
- Standards of achievement in information technology (ICT)
- The role of the governing body in shaping the work of the school and its strategic direction
- Curriculum provision for pupils to gain a better understanding of the ethnic and cultural diversity of society

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

Steps have already been taken to address these areas for improvement and these are set out succinctly in the school development plan and other documents. Significant changes of teaching staff have occurred within the past two years, but the current team is working together effectively to improve teaching and learning to drive up standards. Pupils are making good progress in both information technology and writing due to good teaching, well-planned lessons, good assessment and appropriate targets for pupils' achievement. This has a good effect on how well pupils are learning.

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

The school was last inspected in December 1999 when it was found to have serious weaknesses; this is no longer the case. Improvement since this time has been good and the pace has quickened to very good since the present headteacher took up post just over a year ago. Standards have risen significantly in mathematics and science at the end of Year 6; these were weaknesses at the last inspection. Standards in religious education are now satisfactory where they were previously too low. Standards in

writing and ICT are better, although they can still improve further. Pupils' behaviour is now good. The school has established an outdoor learning area for the youngest pupils. Resources for learning are now satisfactory. The school's capacity to audit and evaluate its work is much stronger. Consequently, there is a much better understanding of what needs to be strengthened and how this can be achieved. Priorities for development are the right ones and set out in clear action plans. There are shared aims and values focused on improving pupils' learning and raising expectation and achievement.

## 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
	1999	2000	2001	2001
English	E	E	D	E
Mathematics	E	C	C	C
Science	E	E	C	C

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

Most pupils generally enter the reception class with attainment below average, particularly in key literacy skills. Throughout the school, most pupils make good progress; pupils' achievement is improving. In 1999, less than half the pupils reached the expected level in English at the end of Year 6; in 2002, nearly three-quarters did so and the percentage reaching the higher level also increased. Although better than in previous years, pupils' writing at the end of Year 6 remains below their achievement in reading; closing this gap is a priority for the school. Attainment in mathematics is now average; three years ago it was well below this. In science, the improvement is even better: in 2002 86 per cent of Year 6 pupils met or exceeded the expected level and 41 per cent of these attained the higher level. The school met its 2002 Year 6 English target, but the more challenging mathematics target was not achieved. At the end of Year 2, reading and writing standards are broadly average, but in 2001 and 2002, more pupils attained the higher level in writing than previously. In the end of Year 2 mathematics tests over the same period, attainment has been broadly in line with the national average. Standards seen during the inspection were average in all subjects apart from information technology, where they were below by Year 2 and Year 6, but even here pupils were seen to make good progress in their learning during lessons. Pupils with special educational needs are supported well and make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to learn, enthusiastic and well motivated.
Behaviour, in and out of classrooms	Good. There are clear codes of conduct; pupils know what is expected and respond positively to encouragement.
Personal development and relationships	Very good. Pupils relate well to each other and to adults. They respect the feelings of others, take responsibility well and show initiative when required.
Attendance	Satisfactory. The school has good procedures for monitoring attendance.



## TEACHING AND LEARNING

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

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

The majority of teaching is good or better; some excellent lessons were seen and none was less than satisfactory. The teaching of English and mathematics is good; literacy and numeracy skills are well taught. Teachers' planning for lessons is thorough and based on clear objectives for pupils' learning. The best teaching challenges pupils to think and is communicated with pace and enthusiasm. Classroom support staff is used effectively and makes a valuable contribution to raising standards. The teaching of pupils with special educational needs is good. The school meets the needs of Traveller children successfully and provides well for their learning. All pupils work hard to improve their skills and abilities.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall. Teachers plan their lesson effectively with colleagues and are guided by a good overall plan. Lesson plans are relevant, clear and detailed. Strategies for teaching literacy and numeracy skills are leading to better achievement by pupils. Provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	Good. Classroom assistants work very effectively to ensure that pupils are well supported. Detailed individual plans are well matched to pupils' needs. The school budget is deployed effectively to provide for pupils with barriers to learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' moral and social development is very good. Pupils value the feelings of others and are encouraged to think of the impact of their actions. Provision for pupils' spiritual development is good. Although satisfactory, provision for pupils' cultural development is not sufficiently provided for across the curriculum. Pupils have too little opportunity to learn about cultures other than their own.
How well the school cares for its pupils	Good. There are clear procedures for monitoring attendance and behaviour and these are well understood by pupils and staff. All pupils are valued as individuals and there are effective strategies to raise self-esteem.

There is an effective partnership with parents; they hold the school in high regard. The Parents' Association (PTFA) works hard to provide valuable additional funding. All pupils have equal opportunity to learn and make progress. Provision for health education is good. The contribution of the community to pupils' learning is very good, as evidenced by the Better Reading Partnership initiative. There are good procedures for assessing pupils' attainment and progress and the information gathered is used to set targets for future learning. To further enrich the Foundation Stage curriculum, more emphasis needs to be placed on creative development and knowledge and understanding of the world. The ways in which pupils are encouraged to read good quality literature could be further enhanced.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. She has a clear vision of what the school needs to do to improve further. The deputy headteacher provides very good support and gives a strong lead on teaching and learning. Co-ordinators are suitably involved in monitoring standards and quality and in supporting further improvement.
How well the governors fulfil their responsibilities	Governors are committed to the school, but monitoring, review and strategic planning are areas for improvement.
The school's evaluation of its performance	The headteacher has introduced good systems for checking on performance. The priorities designated for improvement are relevant and based on good evidence of strengths and weaknesses.
The strategic use of resources	The headteacher and school secretary ensure good financial planning and future needs and challenges are identified well.

Staffing, accommodation and learning resources are satisfactory. The newly installed ICT suite is making a positive impact on the quality of provision. The principles of best value are applied well. The school's aims and values are clear and reflected very well in its work. The induction of staff new to the school is good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Behaviour in the school</li> <li>• My child likes school</li> <li>• The teaching is good</li> <li>• I would feel comfortable about approaching the school</li> <li>• The school expects my child to work hard</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• Information about how well their children are getting on</li> <li>• The amount of work to do at home</li> <li>• The range of activities outside lessons</li> </ul>

The inspection team agrees with most of the views expressed by parents, but feels that the range of activities outside lessons is very good. Provision for homework is satisfactory.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. At the end of both Year 2 and Year 6, pupils' achievement is average in most subjects. The exception is information and communications technology where it is below average, but during the inspection pupils were seen making good progress in lessons and the good teaching, together with efforts made to improve facilities, is having a positive impact on raising standards. When pupils enter the school in the reception class, their attainment is generally below expectation in most areas of learning; it is average in relation to personal and social development, but language and literacy skills are usually below average. Pupils' achievement is good in reception and this continues overall as they progress through the school. In lessons where the teaching is at its best, pupils make the most significant progress; this was seen particularly in the Year 5/6 class.

#### Analysis of results and achievements shows the following:

- **Areas of learning for children at the Foundation Stage:** achievement in personal, social and emotional development is good. In communication, language and literacy, most achieve and some exceed the expectations for children as they prepare to enter Year 1. Progress in speaking and listening is very good. In both mathematical and physical development, children make good progress and most achieve the expectations for their age. In knowledge and understanding of the world, fewer reach the expectations for their age than in other aspects of learning. In creative development, most achieve what is expected and many exceed this in respect of initial activities in music.
- **English:** by the end of Years 2 and 6, standards are average, overall. During the inspection, most pupils achieved above average levels in speaking and listening and this shows the impact of clear teaching strategies to address this aspect. The results of the most recent national tests and teacher assessments at the end of Year 2 indicate an improvement in reading and writing compared with 2000. The 2002 test results show that over one-third of pupils reach the higher level in reading and nearly one-quarter did so in writing, and this is above average. In relation to similar schools, 2001 tests at the end of Year 2 show that achievement is average in reading and above in writing. In Years 1 and 2, pupils' progress in reading is satisfactory. In Year 2, higher-attaining pupils progress well in their writing; lower-attaining pupils do not progress as well as they could. By the end of Year 6, although reading is average – and a good proportion is above average – writing is below expectation. In Years 3 to 6, pupils progress well in their reading. Throughout Years 3 to 6, progress in writing is good and this is largely as a result of teachers checking progress and setting appropriate targets. There is a good focus on spelling and handwriting. Since the last inspection, Year 6 pupils' achievements in English have improved significantly. Results in the 2002 Year 6 tests show that nearly three-quarters of pupils reach the expected level, whereas in 1999 it was just over half. Despite this, the school remains below the average of similar schools. This is largely due to the difference between writing and reading test results. Basic literacy skills are well taught and this results in most pupils making good progress.
- **Mathematics:** in 2001, test results at the end of Years 2 and 6 showed that standards were average when compared with all schools and with similar schools; this is also indicated by 2002 results and is the judgment of the inspection. At the end of Year 2, standards have been broadly average over the last three years, although there was an increase in the proportion of pupils at the higher level in 2001. In Year 6, test results show a strong improvement in 2001 and indications are that this is maintained in 2002. Achievement in Years 1 to 6 is generally good; pupils make particularly good progress in lessons where teaching is very good. Basic numeracy skills are well taught and pupils make good progress.

- **Science:** Standards are average, overall. In Year 2, standards have been average over time, but there was some improvement in 2002 on the previous year when taking account of teacher assessment, which shows achievement to be well above the national average. In Year 6, there has been significant improvement since the last inspection; more pupils achieve both the expected and higher levels.
  - **ICT:** standards are below expectation at the end of Years 2 and 6, but during the inspection progress was seen to be rapid in a number of lessons. The recently improved facilities, further training for teachers, better curriculum planning and assessment and the active role played by school management, combine to make this positive impact on standards.
  - **Other subjects:** at the end of Years 2 and 6, standards are average in all other subjects and pupils make at least satisfactory progress in their learning. Pupils make particularly good gains in music and in art and design in Years 1 and 2. Again, there is the strong link between effective teaching and pupils' progress.
2. There are few significant differences between the achievement of girls and boys. In science, more boys achieved Level 3 than girls in 2002. Although the higher-attaining pupils progress well, by the end of Year 2 there is evidence that lower-achieving pupils do not achieve as well as they could in writing and they are also less confident in reading the books assigned to them. Pupils with special educational needs make good progress. They are well supported by teachers and by classroom assistants. Their Individual Education Plans are of good quality and they are regularly assessed. The needs of Traveller children are well recognised and the school has positive strategies to promote their achievement.
  3. The school has made satisfactory progress towards meeting statutory targets for pupils' attainment. In 2002, the English target was achieved; the mathematics target, which was more demanding, was not achieved. The school has good information on pupils' progress to enable it to set appropriately challenging and realistic targets.
  4. Overall, standards are improving. This is the result of: good assessment, a clear focus on key priorities for raising achievement (for example in writing), effective leadership and management, detailed lesson plans with appropriate objectives for pupils' learning, good teaching and the monitoring of practice to identify what does and does not work well.

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

5. Pupils have good attitudes to work and this contributes towards achievement across the school. Almost all of the parents who returned the questionnaire confirm that pupils benefit from the calm and caring atmosphere in the school, with nearly all agreeing that their child likes school. This enjoyment of school and the very good relationships between pupils and staff and generally between pupils, promote a climate of respect and of growing personal confidence. Behaviour is good, overall, as a result of the consistent expectations of teachers and support staff. The school has good support strategies in place to deal with the very small number of boys who display a lack of maturity. There is no evidence of any threatening or racist behaviour. With very few exceptions, pupils show an understanding of how their actions may affect others. They also show a respect for property and an increasing acceptance of other pupils' views. Opportunities created through pupils talking in pairs ("Talking Partners") develops into skills of speaking and listening to a growing understanding of how others feel, creating very good building blocks for personal development. As a result, Year 6 pupils learn to rehearse their views with each other and accept each other's judgements. The school has adapted and developed provision for pupils' personal development particularly well over the past year alongside increasing expectations of pupils' personal learning skills.
6. Clear routines and expectations of what pupils will learn in lessons enable most pupils to settle to learning and to concentrate. Teachers set appropriate personal targets for pupils' learning. These

are regularly reviewed by teachers and are a key factor in pupils' understanding of their own role in learning. Most can explain what they have to do to reach their targets. Plans to involve pupils at the next stage of target-setting are evident. The enthusiasm pupils bring to school is reflected in the interest they show in their work. Where teaching is very good or excellent, pupils are active and animated and often absorbed in thinking as they learn. However, opportunity for pupils to exercise choice in selecting literature could be improved. The good provision for pupils' personal development has been continued since the time of the last inspection.

7. Increasing use of computers is improving the opportunities for personal study and, although this is in the very early stages, the school has made a promising start with the computer club, to which parents make a positive contribution. Pupils also have the opportunity to get involved in a good range of other clubs offered by the school and members of the community and respond well to the coaching and different kinds of challenge. The impact of this extra work is seen in the Year 6 pupils' team spirit, which had its origins in their residential trip.
8. Attendance is satisfactory, being broadly in line with the national average. However, the most recent figures available show a deterioration of the unauthorised absence rate. Due to very good monitoring, the school is aware of the reasons for this, reasons which were largely beyond the school's control. Punctuality is good and learning starts very promptly because very good use is made of the registration period. Standards of attendance have remained the same as at the time of the previous inspection.

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

9. The quality of teaching is good in reception and in Years 1 and 2; it is very good overall in Years 3 to 6, being particularly effective in the Year 5/6 class. Teaching enables pupils to achieve well and to develop positive attitudes to learning. The basic skills of literacy and numeracy are taught effectively; the teaching of speaking and listening is very good. Pupils are provided with numerous and relevant opportunities to talk in pairs and they do this in a responsible and remarkably mature way.
10. A number of effective teaching strategies are used to help pupils to learn and they include:
  - Making sure that pupils understand the objectives for lessons – they are written on the board for all the class to see, referred to at the start of the lesson and recapitulated at the end
  - Detailed plans for lessons that set out what pupils will learn, how they will be organised and what resources will be needed – these plans are evaluated and refined to improve teaching further
  - The expectation that all pupils can learn and make progress
  - The effective use of classroom assistants – they know what is expected of them and are an integral part of the support pupils receive
  - The very good management of pupils – lessons are prepared well, resources are organised efficiently and groups of pupils know what they have to do
  - The establishment of positive relations between teacher and pupils and between the pupils themselves – in the best lessons teachers engage pupils quickly and with brisk pace keep their learning moving ahead at a very good rate
11. The quality of teaching is never less than satisfactory. It ranges from satisfactory to excellent, with nearly two-thirds being good or better. In the three excellent lessons seen the following illustrates what is outstanding:
  - The teaching focus is clearly based on the objectives of the National Literacy Strategy and preparation is thoughtfully matched to the needs of all pupils. Excellent group writing targets are given. Pupils work well co-operatively to produce play-scripts; they keep their writing in character and show great enthusiasm, expression and some flourish when they read scripts aloud to others. The teacher asks key questions at the right time –“where do you think the script might end”- providing opportunity for pupils to think at a higher level of

text structure. Pupils are absorbed. Planning for a pupil with special educational needs is exemplary; he is drawn in and enjoys learning.

- All pupils from Key Stage 1 and the Foundation Stage take part in a music lesson. The pace is brisk and the activities are very well chosen to provide interest and variety. Pupils enjoy what they are learning and show sustained concentration and interest. The specialist knowledge of the teacher challenges pupils; teaching is full of confidence. Pupils sing, play instruments and have an opportunity to conduct. The range of songs chosen, including the popular "Gordon the Goat," is excellently accompanied.
  - Children in the reception class are learning about health and hygiene. No opportunities are missed to promote thinking and learning. Planning is excellent and pupils discuss what keeps them healthy, work in pairs at a relevant computer game, and sequence the events involved in taking a bath. The teacher is constantly interacting with pupils to improve their speaking and listening and their knowledge and understanding. In a group activity of washing the doll, the teacher uses opportunities to talk about the shape of the soap and the bubble bath dissolving. Various areas of learning are linked effectively.
12. Teaching is well judged to meet the needs of all pupils. Provision for pupils with special educational needs is good. They receive well-targeted support from classroom assistants, who work co-operatively with teachers. Where pupils have particular gifts and talents, these are recognised by the teachers who provide appropriate learning opportunities so that these needs are met. Teachers' assessment of needs is accurate and well-informed. Lessons are planned so that pupils of different abilities, including the higher attainers, have the opportunity to undertake work matched appropriately to their learning needs. As lessons proceed, teachers are good at ensuring that all have the opportunity to participate. This is most often achieved through the effective use of questions and ensuring that pupils talk purposefully. Pupils have the chance to think and then to explain to others who are required to evaluate what they hear. The school has used specific intervention programmes in literacy and numeracy to boost pupils' attainment, the focus being on lower-attaining pupils who, without this support, might not reach the expected level for their age. Continuation of this is important in ensuring that the needs of lower-achieving pupils who do not have special educational needs as a barrier to learning are met.
13. Examples of good teaching were seen in nearly all subjects of the curriculum, the exception being the single geography lesson observed, which was satisfactory. In English, mathematics and science, some very good teaching was observed. Design and technology, history, religious education and music all have examples of very good teaching. The teaching of ICT is good. Teachers have successfully completed training to improve their skills and knowledge in this area. This is a significant improvement on the last inspection when ICT teaching was found to be unsatisfactory. Teachers have also been involved in training to help them raise standards in literacy and numeracy – this has clearly been beneficial in that teaching in these subjects is strong. At the last inspection, the teaching of English and mathematics in Years 3 to 6 was rated as satisfactory and standards were much lower.
14. In the best lessons, and just over one-quarter of teaching is very good or excellent, it is the firm link between teaching and learning that is the key feature. Where activities are well planned to meet pupils' needs, communicated with pace and enthusiasm and organised with efficiency, then pupils respond with interest, effort and concentration – as a result they make good progress. This is raising achievement at the school and contributes to the improvement in test results since the last inspection. When it was last inspected, in December 1999, the quality of teaching was satisfactory, overall; it was most effective in Years 1 and 2 and least effective in Years 3 to 6 - 10 per cent of lessons were very good or excellent. The proportion of very good and excellent teaching is now more than double that of the last inspection; teaching in Years 3 to 6 is very good. This is a significant improvement. The headteacher has teaching and learning quality as a key focus for the school's work and monitors it successfully to evaluate its impact on raising standards. This consistency of teaching quality and the common approaches to teaching method are all the more remarkable given the significant changes in staffing over the last few years. To improve teaching even further, it is appropriate to continue to share the best practice seen in the Year 5/6 class across the whole school.

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

15. The school provides a good curriculum, which is sufficiently broad and balanced and meets statutory requirements. The school has suitable policies for all subjects and follows the requirements of the locally agreed syllabus for religious education appropriately. The new staff team is currently reviewing and updating all schemes of work and is using a national scheme for guidance to meet the needs of the mixed-age classes. Lesson planning and the plans for what will be taught this term are good. A two-year outline plan for teaching has been put in place; this will require further development to accommodate mixed-year classes as they progress through the school. The school is aware that further work is also needed to raise the profile of art and information and communications technology.
16. In the reception class, the school provides a suitable curriculum for children in the Foundation Stage, which enables them to work appropriately towards the 'Early Learning Goals' expected for this age. Planning provides a variety of opportunities for children to use the outdoor area, created since the last inspection. Across the six areas of learning, the curriculum is taught in an interesting way, so that children are very involved in their work. The teaching recognises the needs of these young children and ensures that suitable links are made between the areas of learning. However, insufficient emphasis is placed on creative development and knowledge and understanding of the world.
17. The school continues to provide effective opportunities for teaching the basic skills of literacy and numeracy, which have a positive impact on raising standards. The teaching of literacy and numeracy is well structured and well managed. In other subjects like history, religious education and geography, appropriate opportunities are given to encourage the development of writing for different purposes. However, pupils' reading could be further improved by encouraging them to use literature across the curriculum.
18. Provision for extra-curricular activities is very good. Staff and helpers from the community provide opportunities that include a gardening club, learning the recorder, story club, computer club, chess and football. All older pupils have an opportunity to visit Lee Green residential centre and the majority of pupils in Year 5 and Year 6, which include Traveller children, took part. Pupils describe the visit as 'Amazing!' Very good opportunities were planned to enable pupils to get to know each other and work in teams on projects like bridging a stream. This visit made a very positive contribution to the programme for personal development and fulfilled its objective in making pupils take greater responsibility for their actions and to become more thoughtful about each other's needs. The very good relationships evident among pupils and staff in school were strongly enhanced by this team-building project as many adults from the school took the opportunity to visit the group and to stay overnight. Other visits include a trip to the local Christian church linked to their learning in religious education and a walk around the village to support their studies in local history and geography.
19. A Creative Arts week was thoroughly enjoyed by pupils and this too involved not only visiting specialists but also members of the community to enhance the curriculum in music, the arts and humanities. Visiting musicians came to play instruments from a range of cultures, like a Caribbean steel band, and although few took up the opportunity, parents and friends of the school were invited to join in Brazilian Samba drumming.
20. All groups of pupils have equal access to the curriculum. The school has prioritised the appointment of classroom assistants to support Traveller children and appropriate support is given from the Traveller education service. Provision for pupils with special educational needs is good. Planning and the management of time in lessons ensure that these pupils have access to the full curriculum with work well adapted to meet their needs. Very good support is given, so that they benefit from a high level of discussion with adults whilst completing their tasks. The needs identified in their Individual Education Plans are carefully considered, so that pupils with Statements of Special Educational Need - for example, in behaviour - do not hamper the progress



of others and make good progress themselves. The headteacher meets classroom

assistants regularly to develop their role, and teachers ensure that their work is appropriately directed to pupils' learning needs. Good links established with external agencies provide specialist advice and support when this is needed.

21. Provision for pupils' spiritual, moral, social and cultural development is good, overall, and provision for moral and social development is very good. This represents an improvement since the time of the last inspection. Provision for pupils' cultural development remains satisfactory.
22. Provision for pupils' spiritual development is good. Collective worship meets the statutory requirements and pupils are positively encouraged to reflect on their own lives and actions. Through shared celebrations and visits, for example, from the Christian community worker and the Methodist minister, pupils gain further knowledge and insight into the Christian faith and way of life. Through stories from other faiths in assemblies and through studying their rites of passage and festivals in religious education, pupils gain an insight into different world faiths, and the values and beliefs of others. Spiritual development is positively encouraged across the curriculum. For example, pupils frequently reflect on their own moods and actions, and the feelings of others. Their work on the environment encourages them to develop a sense of empathy with others and to clarify in their minds the qualities and actions they value.
23. Provision for pupils' moral development is very good. The school's clear expectations about behaviour and respect for one another are at the heart of the life of the school, and remind pupils of acceptable and unacceptable behaviour in a positive, consistent way. This encourages pupils to consider the consequences of their own actions right from the start of their time in school, and the very high degree of mutual respect evident between all adults and all pupils fosters this strong ethos for fairness and consideration in every aspect of school life. Staff provide very good role models for the pupils and the headteacher makes an important contribution during outdoor play to assist lunch-time supervisory staff in maintaining high standards of behaviour. Minor incidents of unacceptable behaviour are dealt with sensitively and effectively.
24. Provision for pupils' social development is very good. The very good relationships seen throughout the school encourage pupils to gain confidence and increase self-esteem. From their time in reception, pupils eagerly take on small tasks such as tidying-up or distributing resources. They are positively encouraged to resolve any conflicts that arise and use their partner pairs very well in class discussion. Pupils who demonstrate difficult behaviour are very well supported, benefiting from the consistent help and non-judgemental advice given, so that they must reflect upon their actions and take responsibility for their decisions. Pupils make valuable charitable contributions to those less fortunate than themselves, such as to the Romanian Orphans and the Macedon Project in Nottingham.
25. Although satisfactory, opportunities to enhance the provision for cultural development across the curriculum could be improved. Some activities, which extend pupils' knowledge and understanding of a multicultural society are planned, for example, Book Weeks and the Creative Arts week. However, opportunities offered in work undertaken - for example, in geography and history - are missed. Expanding pupils' understanding of different cultures is insufficiently planned into the programme for learning. The school recognises that this is an area for development and plans to address it in the coming term.
26. The programme relating to personal care and healthy living is securely established and contributes significantly to the very high quality relationships and respect for others and for themselves that are evident in the school. Visiting specialists like the school nurse, dental hygienist and community police officer support the curriculum relating to health and personal safety, and the governors have clear policies for early drugs education and sex education. Good use is made of 'circle time' where pupils are warmly encouraged and well supported when talking about their feelings.

27. Links with the local community are very good. Local Christian leaders visit the assembly and teachers use many opportunities to involve members of the local community in their teaching. For example, great grandparents and grandparents help during teaching in history very well, giving their memories of life since 1948 and in World War II and these visits have made a considerable impact on pupils. One pupil recalled with amazement, 'Do you know, my great-gran used to *walk* from Alfreton to Matlock?' During the inspection, a local chef, assisted by several keen grandparents, helped in a food technology session in Year 2, bringing a feeling of cooking as real work. A strong PTFA, and local contacts through the governing body with the Parish Council, ensure that the school is a focal point of the community, and financial support has helped in the provision of the computer suite.
28. The school has established very good links with the local playgroup and other pre-school providers, so that starting school is eagerly anticipated. The links are successfully aiding the development of the Foundation Stage curriculum. The school takes care to support pupils and their families during the transition to the next stage of learning in secondary school. Very good links, which include primary pupils' visits, teachers' discussions, visits from secondary music and drama groups, lesson observations and the school's involvement with other feeder schools, ensure that the transition is smooth and there is understanding of the primary curriculum so that continuity is assured.

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

29. The school takes good care of its pupils. It offers good welfare and support for all pupils, which expresses itself, for example, in the way that Traveller children are so well integrated. The strong community link also sustains pupils' sense of well-being by extending the feeling of 'school-as-community' beyond the boundaries of the school. The recently revised behaviour policy is very clear about the programme the school operates and these procedures are carried out well. Pupils have been involved in generating class rules and in reviewing them. They are ready to talk to staff if a problem arises. A satisfactory reward system of points and individual improvement awards, which also involves midday supervisors, operates consistently across the school. The provision of behaviour diaries, which are temporarily issued to pupils to resolve behaviour issues, is very good because it encourages the written involvement of parents in monitoring the improvement. All pupils are encouraged to perform well or improve their behaviour through achievement awards, which are regularly celebrated in weekly assemblies.
30. Child protection procedures are properly in place. All staff are made aware of the importance of vigilant and careful monitoring. Health and Safety procedures are good in the classrooms. The fabric of the school is monitored effectively by the headteacher, caretaker and a representative of the governors' premises committee. Good first aid organisation ensures that pupils are treated effectively and that their treatment is monitored. Logs are kept and satisfactory procedures are in place to inform parents. Safe routines for lining-up, going into the school buildings and moving around the school are good.
31. The monitoring of attendance is very good. Staff are conscientious in marking the register on time and in ensuring that late pupils report to the office to keep the dinner register up-to-date. Very good computerised systems allow for easy monitoring and ready access to reasons for absence. The promoting of attendance is satisfactory. Although the school does not issue awards for good or improving attendance, it publishes a good section in the school prospectus explaining the importance of good attendance. This also forms the basis for any informal reminders to parents.
32. Assessment is good. The school's unified profile of assessment is one of good quality, which considerably enhances pupils' progress. Rigorous improvements since the last inspection provide teachers with a strong base on which they can build the next learning steps for all pupils, including Traveller children. Teachers now have a clear view of what pupils know, what they can do and what they need to learn next. Teachers assess children particularly well at the end of lessons. In addition, pupils are becoming skilful at examining how much they have learned by checking back to the learning intentions at the start of each lesson. Teachers use this feedback

well to assess not only how much pupils have learned but also to identify where misconceptions lie.

33. In the Foundation Stage reception class, observations about children's achievement are beginning to build up a picture of progress. These observations are linked to the *stepping-stones* in the six areas of the Foundation Stage curriculum. The school is also at the point of reviewing the curriculum for children under five.
34. Pupils' overall progress is closely tracked in all elements of English, mathematics and science and the information is used to set further targets for each pupil, for groups of pupils and, overall, as a year group. Test results are well analysed and used to identify where further challenge or support is needed. This is the case in Year 6 where additional "booster" sessions are planned to accelerate pupils' writing achievement. Where assessment is used to make connections between common learning needs and teachers' planning, learning is accelerated. Very good assessment of pupils with special needs marks their progress towards learning targets outlined in individual plans and is considerably enhanced by the observations of classroom assistants. One of the new features of assessment is the clearly measured expectation of what pupils should achieve over time. This is showing some early signs of assuring continuous achievement.
35. Good arrangements are in place to measure how much pupils are learning in the foundation subjects. Although these arrangements are in the early stages of use, they reflect an emerging but accurate picture of how much pupils have learned in the foundation subjects. In ICT, where pupils are making good progress, assessment records show the rapid learning pupils have made over a very short period of time.

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

36. Parents' views of the school are very positive. The return rate of the parent questionnaires is average at about 20 per cent and there were not many parents present at the parents' meeting prior to the inspection. However, all parents interviewed during the inspection agreed with the very positive views.
37. The school has effective links with parents. The school's prospectus is informative and information for parents with children new to the school is very good, supported by a close liaison with the local pre-school group. The new headteacher has established a routine of being available to parents in the playground or by the gates at the start and end of the school day. Access to class teachers is also good.
38. A significant minority of parents is unhappy about how well-informed they feel as to how their child is getting on. Inspectors judge that parents are well-informed generally but pupils' annual reports do not share what the pupil needs to do to improve. Parent consultations are held twice a year, but a third is offered after the issue of annual reports, which a significant minority take up - this is good provision. The school makes satisfactory efforts to engage those parents who have not been able to attend, but many who regularly help in the school feel that they keep in such close touch that they do not need to attend. General newsletters give informative reports on events held. They are supplemented by additional information concerning upcoming activities or events. Regular termly curriculum information newsletters are issued by teachers and give good information to parents about the areas to be covered and the help they could give with homework. The annual governors' report to parents offers a friendly and readable digest of the year's activities. In summary, the quality of information provided for parents is satisfactory, overall. A few parents feel that the school does not work closely enough with parents and a small minority is unhappy with homework. Inspectors judge that the school works well with parents and that the school has made a fresh start with the homework routines following the recent questionnaire. Inspectors judge the quality and quantity of homework to be about right.
39. Parents' involvement in the work of the school is good. Parents are much involved in the Parent-Teacher Friends Association, which raises large sums of money to support the school through holding many small events; for example, they raised over £6,000 last year. The committee

follows the spending priorities laid out in the school improvement plan, which is good practice and one of the ways that school priorities become shared within the community. The strong community link involves grandparents, previous pupils, or friends and relations of existing pupils and members of staff. This 'extended parent' resource also improves pupils' learning at school through visitors taking assemblies, regular helpers in the classroom and in the after-school activities such as the long-running football club. Parents are also now expected to monitor and write in the new behaviour diaries issued when the need arises. The contribution of parents to children's learning at school and at home is good. A good number of parents help with activities like reading and help in classroom on a regular weekly basis. A small group of new parents are involved in group teaching activities. The new Story Sacks initiative is a good example of parents' involvement with supporting children's learning. The computer club too has the involvement of parents. Many offer to help on school trips. Parents regularly attend class assemblies. The positive links with parents have been maintained since the last inspection.

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

40. The headteacher provides very good leadership and management. She has taken stock of what the school needs to do to improve further and provides a strategic vision of what can be done to achieve this. Her purposeful leadership communicates a sense of direction; she has built a strong team of staff despite significant changes of personnel. The headteacher is the focal point of much of the improvement seen since the last inspection. She puts teaching and learning and the raising of standards high on the agenda. A range of policy documents and procedures backs this up. The deputy headteacher provides very good support. She exemplifies in her own teaching and subject leadership the best of what the school is aiming to achieve.
41. Examples of the very good leadership provided by the headteacher, with the support of the deputy, include:
- The encouragement of positive attitudes, reflecting high expectations of pupils, and the provision of clear strategies for the management of pupils' behaviour. The aim is that all pupils should be valued and enabled to achieve - this is realised in practice
  - The close and well-organised monitoring of key priorities for teaching and learning, with the recording of key strengths and areas for improvement, together with the taking of appropriate action to address weaknesses. As a result of this, the school knows what it has to do to become even better
  - The creation of a culture of reflection: teachers and support staff are required to evaluate what they have to do and to share ideas
  - The provision of very good induction policies that set out for new staff what the school expects in key areas – for example, in literacy and numeracy
  - Being visible at key points in the school day; for example, before the start of the day in the playground. Parents particularly commented that the headteacher was there to welcome pupils at the start of the day. In this way, the headteacher is feeling the pulse of the school, gaining a view of how things are and forming a judgement of how well the school is interacting as a community
  - An efficiently managed budget, the acquisition of additional funding and the good use of resources directed towards key areas for improvement - for example, the recently improved provision for ICT, which is beginning to have an impact on pupils' performance in this subject
42. Other key staff play an appropriate role in the leadership and management of the school. Systems have been put in place to help co-ordinators to play their part in school improvement.
- All curriculum subjects have a co-ordinator. Key aspects, such as special educational needs, are also allocated as specific responsibilities
  - All the teachers have appropriate job descriptions
  - Appropriate systems are in place for performance management and the induction of newly qualified teachers is very well provided for

- There is a regular calendar of staff meetings with a clear focus on key priorities for teaching and learning; teachers and classroom assistants share information well to improve provision
  - All teachers, and classroom support staff, have opportunities for continuing professional development related to their individual needs and the priorities of the school
43. Currently, as two of the teachers are newly qualified, the headteacher assumes a heavy load of additional responsibility, co-ordinating four subjects and three aspects. The deputy headteacher co-ordinates both mathematics and science; this has a very positive impact on the promotion of effective teaching and learning. The special educational needs co-ordinator is new to the school this term; she is well organised and has introduced good systems for recording pupils' progress. Given the school's aim to improve standards further in literacy, the subject leader for English has a heavy schedule of responsibility whilst retaining additional oversight of the early years. She supports staff, including one of the newly qualified teachers, attends local cluster meetings to enhance her own knowledge and has trained classroom assistants. Standards in English have shown good improvement since the last inspection. ICT, together with art and design, are co-ordinated by a teacher new to the role of subject leadership. Supported by the deputy head, she has been able to provide ICT training for staff, and curriculum planning is in the process of further development. This, together with better facilities, is helping the school to support the teaching of ICT.
44. The governing body has seen significant changes to the school staff since the last inspection; they have been involved in the appointment of new staff. As individuals, governors want the school to achieve its aims for pupils and are keen to see the school play an active role in the community. There is a positive working relationship between the headteacher and governors - they hold her work in high regard – but too much strategic planning and monitoring falls to the headteacher. Governors' role in shaping the direction of the school is underdeveloped, because they are not sufficiently involved in long-term and strategic financial planning, including resource planning. They do not sufficiently undertake monitoring and review in order to hold the school to account for standards and quality. Not all committees have terms of reference or keep minutes appropriately. In addition, governors have not drawn up a curriculum statement and all relevant complaints and appeals procedures.
45. The need to improve the operation of committees and develop the governors' monitoring function is recognised in the school development plan. Further areas for improvement are acknowledged in other documentation supplied for the inspection.
46. The monitoring and evaluation of performance by the headteacher and key staff is effective. There are very good procedures for gathering information about the quality of teaching and learning, curriculum planning and the standards pupils are achieving. The headteacher and subject co-ordinators observe lessons, samples of pupils' work are scrutinised and curriculum plans are checked to ensure appropriate coverage. Extensive documentation records what is found out and the results are then used to inform planning for school improvement. The local education authority, through its school advisory service, provides a critical check on the school's own self-evaluation. As a result of this monitoring, the school has chosen the correct priorities for improvement and is able to take the necessary action. The school improvement plan is clear and succinct; further action plans are added as the need arises. The headteacher's reports to governors include information on school improvement planning. A key strength of the school is the ability of the headteacher and staff to analyse practice, evaluate what needs to improve, take appropriate action and monitor progress towards the objectives set. Staff commitment to improvement is very good; the school's capacity to improve is good.
47. The headteacher, assisted by an efficient secretary, ensures that the resources available to the school are used well in order to meet the educational priorities. Very good systems for checking expenditure have been implemented; the budget is managed very well. A clear budget planning cycle has been devised and this is linked to development planning. Projections of future income and expenditure cover a three-year period and this has enabled the headteacher to identify future constraints, such as falling pupil numbers.

48. Co-ordinators are allocated a budget and they monitor spending correctly to ensure that it meets the needs they have identified. Funding intended for pupils with special educational needs (SEN) is used wisely to ensure that appropriate support is available. The school spends above its SEN budget share for those pupils without a Statement of SEN and this provides for the good classroom assistant support seen during the inspection.
49. The school has been successful in securing additional funding in the form of various grants. Funds have been administered efficiently and have been directed towards clear and specific purposes. For example, additional funds have enabled the building of the ICT suite and the pupil to computer ratio is now very good. This is enabling pupils to improve their learning in ICT. The PTFA raises additional funds that are spent for the benefit of pupils. Application of best value principles is good. For example, the provision of additional money for SEN classroom support was reviewed against pupils' end of year targets and the school has taken steps to compare its practice with that found elsewhere.
50. There is adequate staff for the school's needs. Class sizes are within appropriate limits. The match of staff to the demands of the curriculum is satisfactory. Teachers and support staff work well together and understand their respective roles. Good provision is made for pupils with special educational needs.
51. The adequacy of accommodation is satisfactory. There has been recent improvement to the accommodation in the form of the ICT suite and the modification of the entrance area to provide a reception and office space. The building is well looked after; the caretaker works hard to ensure that accommodation is clean. The previous report identified a need to improve the outdoor play facilities for children in reception and this issue has been addressed. A secure area is now available with grass and soft play surfaces and the provision of large moveable play equipment for fine weather. However, as the Foundation Stage classroom does not open directly on to the area and as adult support is not always available to supervise small groups of children, it cannot yet be used as a natural extension to the classroom. The teaching ensures some purposeful use of the area for a range of whole-class activities and the school plans further improvements by incorporating an imaginative play area.
52. Learning resources are adequate, overall. Physical education is well provided for. Spending on resources for learning doubled in the current financial year.
53. Income per pupil is below average for schools of this type. There is effective financial control and administration and the school has clear and appropriate targets for improvement, which are chosen after careful analysis of need. The previous inspection judged that leadership and management was satisfactory, but that more needed to be done to improve standards. There has been significant improvement since then: the headteacher and key staff are well focused on raising standards through thorough self-review and targets set for pupils' attainment. Overall, the school provides good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

54. To improve standards and quality further, the governing body, headteacher and staff should:
- (1) Improve standards of pupils' writing throughout Key Stage 2 by:
    - Continuing to assess the performance of pupils and to set specific and measurable targets for what they should know, understand and be able to do;
    - Continuing to provide opportunities for pupils to write for different purposes across the subjects of the curriculum;
    - Further promoting strategies for the teaching of spelling and handwriting.  
(Paragraphs 1,75, 77, 80, 81)
  - (2) Improve standards of achievement in information technology by:

- Further developing curriculum provision for ICT so that long- and medium-term plans are securely evaluated and used effectively;
  - Ensuring that the progression of pupils' skills is promoted across the curriculum, both in the ICT suite and in the classroom;
  - Continuing to provide support for the ICT co-ordinator to monitor and evaluate progress.  
(Paragraphs 1, 51, 69, 116, 119, 120)
- (3) Improve the role of the governing body in shaping the work of the school and its strategic direction by:
- Ensuring that governors become more closely involved in planning for school improvement, including long-term financial planning, and in monitoring how well it succeeds;
  - Ensuring that all committees have complete terms of reference and operate to an agreed cycle in line with the school improvement plan;
  - Putting fully in place the following requirements that are only partially in place: a curriculum statement and all relevant complaints and appeals procedures.  
(Paragraphs 44, 45)
- (4) Improve curriculum provision for pupils to gain a better understanding of the ethnic and cultural diversity of society by:
- Ensuring that contributions to pupils' cultural development are planned for across the curriculum, but particularly in art, literature and music;
  - Widening pupils' experience of different cultures by establishing contact with schools where the majority of pupils come from a different cultural tradition.  
(Paragraphs 21, 25, 135, 136)

In addition, the governing body, headteacher and staff should consider how they might address the following minor issues:

- (1) Improve ways in which pupils are encouraged to read good quality literature to inform their learning across the curriculum by:
- Reviewing how pupils are enabled to read beyond the graded books;
  - In curriculum planning, identifying opportunities for the use of literature that will encourage all pupils, but particularly the lower attainers, to acquire positive attitudes to books and develop their ability to exercise choice.  
(Paragraphs 1, 66, 68, 77, 78, 79)
- (2) Continuing to improve provision for creative development and knowledge and understanding of the world at the Foundation Stage.  
(Paragraphs 62, 68, 69, 70)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	13	14	0	0	0
Percentage	8	19	35	38	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	145
Number of full-time pupils known to be eligible for free school meals	18

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	23

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	5.7

#### Unauthorised absence

	%
School data	1.9



National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	18	14	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	11	13	11
	Total	27	29	27
Percentage of pupils at NC level 2 or above	School	84 (82)	91 (94)	84 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	11	12	12
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	84 (76)	88 (82)	88 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	11	14	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	10	10	11
	Total	19	20	21
Percentage of pupils at NC level 4 or above	School	76 (61)	80 (70)	84 (65)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	10
	Girls	9	10	11
	Total	16	20	21
Percentage of pupils at NC level 4 or above	School	64 (61)	80 (78)	84 (78)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	138	0	0
White – Irish	0	0	0
White – any other White background	6	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	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	20.7
Average class size	24.2

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	72.5

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001-02
	£
Total income	337,330
Total expenditure	337,417
Expenditure per pupil	2,176
Balance brought forward from previous year	12,087
Balance carried forward to next year	12,000

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7
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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	146
Number of questionnaires returned	28

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	4	0	0
My child is making good progress in school.	57	32	0	0	11
Behaviour in the school is good.	50	50	0	0	0
My child gets the right amount of work to do at home.	46	32	11	11	0
The teaching is good.	50	46	0	0	4
I am kept well informed about how my child is getting on.	46	29	25	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	36	4	0	0
The school expects my child to work hard and achieve his or her best.	57	39	0	0	4
The school works closely with parents.	46	39	7	4	4
The school is well led and managed.	46	50	0	0	4
The school is helping my child become mature and responsible.	39	54	0	0	7
The school provides an interesting range of activities outside lessons.	25	46	11	7	11

## **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**

55. Children born between September and April are admitted into the reception class at the start of the academic year in which they will be five and those with May to August birthdays start school during the year, in January. Reception children follow the nationally recommended Foundation Stage curriculum, which covers six areas of learning. Each area is made up of several elements and has four stages or *stepping-stones*, which enable progress and standards to be measured as children work towards the *Early Learning Goals*, the expected levels for the end of the reception year. The plans for teaching reflect the six areas of learning appropriately, though in the area of knowledge and understanding of the world and in creative development, the curriculum is not as wide-ranging as it could be. The quality of teaching has improved since the last inspection. It is now consistently good with some very good and excellent lessons seen. The high level of enthusiasm in teaching and from pupils and the very good relationships that exist in the Foundation Stage mean that the potential for further improvement is very good.
56. Opportunities for children to learn in small groups in purposeful play situations were lacking when the school was last inspected. This shortcoming has been positively addressed. Planning carefully ensures that children have good opportunities to enhance what they have learned; for example, in the doctor's surgery, they use their knowledge of keeping healthy and develop their speaking and listening opportunities well.

### **Personal, social and emotional development**

57. Most children enter the reception class with skills in line with what is normally found in personal, social and emotional development and provision and learning in this area is good. A wide range of activities is planned to ensure that children have many opportunities to improve self-confidence and form positive relationships. Most children begin school confidently and quickly develop a sense of belonging. The small class ensures that individual support can be given to those children who find conforming to rules of behaviour difficult, and the high expectations regarding behaviour and co-operation quickly develop children's awareness of how to behave with others.
58. The vast majority of children have already reached the early learning goals in self-care. Supportive teaching about personal hygiene gives clear messages about washing hands and cleaning teeth. Children manage their own personal hygiene in school and, when needed, dress themselves confidently and without adult help. Very good teaching in this element, giving a high level of responsibility to children, ensures that most can change themselves confidently for physical education.
59. These young children already understand that there must be rules for behaviour in class and around the school and respect these, usually behaving in an exemplary way. Children develop a high degree of independence, organising their individual and group tasks confidently. They treat each other with respect and share their views and resources politely. Very good relationships create a delightful feeling of belonging in the small world of their classroom and the larger school community. The care and consideration for others found at the time of the last inspection is still very evident. The level of responsibility taken by these young children, for example, for keeping their classroom tidy, is high and reflects the high quality teaching, characterised by high expectations and a high level of encouragement. The children are very well placed to achieve the early learning goals in this important area by the time they leave the reception year and some already exceed them.

### **Communication, language and literacy**

60. By the time they enter Year 1, most children will have achieved and many will have exceeded the early learning goals relating to speaking and listening. This represents very good progress, as

most children on entry to the reception class display achievement below that normally expected. Teaching is very good in this element of their learning. In planning, a heavy emphasis on discussion and warm encouragement in teaching give opportunities for children to express opinions and to answer adults and friends in a variety of settings. Informal talk is encouraged when children are involved in independent activities. Children are encouraged to listen and they concentrate well when listening to explanations. They carry out instructions successfully, for example, in independent or group work. Many opportunities to enjoy words by joining in with familiar texts are provided and children clearly enjoy these. These planned opportunities fill odd moments with singing or finger rhymes, promote accurate speech, enhance memory, encourage children to count and sing and generally enliven the day.

61. Evidence of work from last year confirms that standards in writing when children come into school are lower than would normally be found. The proportion of children attaining and exceeding the *Early Learning Goals* by the start of Year 1 was also lower than usual. However, although at the beginning of this year most children found difficulty in forming letters accurately, the formation of letters is practised regularly. Teaching uses interesting techniques like drawing the oranges made by an accurately formed 'o' on large trees in the outdoor area, so that good progress has been made since the beginning of term. Some children already copy simple words and write their name, with higher-attaining children able to add their surname. Good teaching in this area has put in place a secure plan for learning the basic skills of letter, word and sentence formation and for sequencing events – a vital early skill in writing text. The above average children are already on course to attain the expected standard in writing by the end of the reception year and, with this sharper focus through the year, the majority of children should reach the *Early Learning Goals*. In order to improve standards further, writing skills need to be used as often as possible in other areas of learning. Opportunities to develop simple information by recording what children have seen are sometimes missed. Although they talk about their observations, the recording in their 'Topic' books is mostly pictorial.
62. Although standards are lower than would usually be found in reading, opportunities to develop the basic skills related to reading are well planned. However, the range of opportunities to use these skills in other areas of learning is not so varied as those provided to improve speaking and listening skills. Good teaching provides opportunities to read a range of texts in the block of time given to literacy and rightly emphasises letter sounds and the use of contextual clues, for example, by covering words and revealing them gradually. Single sounds like *s* and *d* and familiar words are taught routinely, and blends like *sh* and *ai* are introduced as needed, with the whole class and in small groups. Sessions are well focused, and good strategies ensure that children are already confident in recognising many initial letter sounds, some blends and some familiar words, so that some children already read words and sentences confidently. Planning ensures that children share regular, focused early reading activities with an adult. Although standards in reading are below what is usually found, this good provision is ensuring that most children should reach the early learning goals in reading by the end of the Foundation Stage. The range of opportunities to read could very usefully be extended in order to raise standards further. Opportunities for reading instructions, lists and notices and reminders about sounds and letters could more frequently be included across the curriculum and when children are working independently, as could opportunities to share books and retell stories with adults, in small groups or with friends.

### **Mathematical development**

63. The teaching of counting and number recognition is well focused. Reinforcement of counting and ordering of numbers is routinely undertaken, for example, when counting the number of children present and those having dinners. Number rhymes like 'Picking up Conkers' are a regular part of the day and these consolidate learning in this area well. Last year's work shows that, by the end of the year, the majority of average and above average children can add numbers accurately to 15 and subtract from 10 and can sequence numbers reasonably accurately to 45.
64. Children's knowledge of shape and pattern develops well through reception. By the end of the year, the majority of children recognise squares, circles and triangles, and several who are above

average are familiar with three-dimensional shapes such as cubes, cuboids and cones. They identify these shapes successfully when recognising and copying simple patterns. When drawing, the majority of children can put things 'under' and 'over' and use mathematical language like 'long and short' when comparing the length of the cat's whiskers.

65. By the time the children are ready to start Year 1 of the National Curriculum the majority of average and above average children will attain the expected early learning goals. They already sequence numerals to ten confidently and some recognise and count beyond reliably. The teaching is good in this area of learning and covers all strands of mathematics appropriately. Children with special educational needs are well supported to ensure that they are fully involved in all activities.

### **Knowledge and understanding of the world**

66. Although standards in some elements of this wide area of learning are appropriate for their age, fewer children are likely to reach all the early learning goals by the end of the reception year than in other areas of learning.
67. When the teaching is clearly planned to further children's knowledge and understanding of the world, the teaching and learning are good. For example, when on the computer, groups of children are using *Dazzle* and during a whole-class demonstration of *Story Place*, clear explanations and direct input ensure that each child knows what to do. Children, in turn, replayed the *Story Place* story, which linked well with the work in physical development on keeping clean and healthy. The activity was challenging; good, patient teaching ensured that children could use the mouse and icons and complete the program. Teaching ensured that those with special educational needs had additional support and clarification. The children remained very involved, took turns fairly and used the Internet program skilfully, and in this element have developed a good level of expertise for their age.
68. Teaching about significant events is reasonable. A satisfactory whole-class session, focusing on the feelings of others when specific things happen, gave good opportunities for personal and social development and for speaking and listening through role-play. Children are able to say, for example, how an accident victim would feel and can use their knowledge of the world to imagine being underground or to describe how soldiers, policemen and doctors respond in accident situations. The evidence of last year's work indicates that by the end of the reception year, children can understand that different materials have different textures; summer and winter clothing differs because summer time is warmer, and nasturtium seeds need sun and rain to grow. Photographs of the children as babies and comments on how they have grown over time are incorporated into work on celebrations and children have coloured a Divali lamp. They have visited Blackwell church and an average child has drawn a delightful stained glass window, recording *'I sur the font and it felt wet'*. However, planning is not focused with sufficient clarity on what children are to be taught in these elements of their learning. Information books to support the discussions or to stimulate investigations are not routinely available, so that opportunities to encourage early research skills and to reinforce children's factual knowledge are lost.
69. Teaching is satisfactory, overall, with some good teaching in the element relating to early skills in ICT. Less time is given to knowledge and understanding in comparison with mathematics and literacy. Regular opportunities to explore, construct, investigate and learn across the areas of early history, geography, science and technology are not incorporated routinely into each week's plans, with the result that provision in this area of learning is more limited than in others.

### **Creative development**

70. On balance, a reasonable range of activities to promote creative development is provided and teaching in this area of learning is good, overall, so that most children will achieve most of the early learning goals and in music, many will exceed them. However, there are, currently, insufficient opportunities for these young children to experiment with colour and investigate different media. Evidence of work from last year indicates that this element of the early



curriculum lacks breadth and current displays show a more narrow range of rubbings, printing, pattern work and shape work than is usually in evidence. Although children have had some opportunities to compile leaf patterns and to use and mix primary colours when painting, weekly planning could usefully take more regular account of this element in order to address the balance and enhance provision.

71. Music and dance are far more highly developed within the area of creative development. Children sing pleasantly, accurately and confidently and standards are above what is usually found. This is due in no small measure to the frequent opportunities to sing during the day, so that children remember rhymes and get a high level of satisfaction from performing well. A specialist teacher provides excellent opportunities for playing instruments, singing and making rhythmic sound patterns. Clear expectations, which are very challenging, and the very high level of effort and involvement shown by the children, ensure that their listening and performing skills are higher than is usually found, most children are already well on the way to attaining the early learning goals in this area. All these high quality opportunities encourage a real love of music. Imagination and expression are well linked to this work, with music used sensitively to stimulate imaginative dance. The vocabulary used in teaching is extremely supportive for learning, so that when asked to 'sink down like a candle melting' all respond sensitively and interpret the music well. The very high quality relationships evident between teachers and children are ideal to foster this element of the curriculum and this high quality provision enriches the spiritual area of their lives very positively.

### **Physical development**

72. Teaching in this area is good and children make good progress during their time in reception. Most will attain the early learning goals across the whole area of learning by the time they are ready to start Year 1 and many will exceed them.
73. The children are given a good range of opportunities and resources to develop their use of tools and equipment. Although many children demonstrate poor control of a pencil when admitted to school, careful instruction and the wide range of activities available daily ensure that progress is good. Well-supervised tasks involving cutting, modelling with play dough and sticking, with sufficient provision of small tools like scissors, glue sticks and pencils, ensure that control is developing safely and well.
74. The children change their clothes for lessons in the hall and dress themselves with dexterity, managing small fastenings like buttons and poppers well. During the course of the week, there are planned times for groups of children to use the hall with support staff and children climb in and out of tunnels, using this large equipment imaginatively and with agility. In whole-class sessions, the children demonstrate good levels of co-ordination as they jump from one foot to another and run slowly and quickly, stimulated by music. In these clearly directed sessions, they use space well, turning, running, stopping and balancing with due regard for others. The outdoor fenced play area is not accessible for small groups and individuals as an extension to the teaching space at the moment, due to a lack of regular additional support in class. However, a range of activities is planned for the outdoor area, though during the inspection, the weather did not permit the use of large apparatus in this area. High expectations relating to the development of physical skills ensure that all children move around the classroom and school with due regard to others and line up well, without bumping.

### **ENGLISH**

75. Standards of work are average at the end of Year 2 and Year 6 with most pupils attaining above expected levels in speaking and listening. New staff have brought about improvements in the teaching of writing. The school has plans to teach additional sessions to address the discrepancy between writing and reading at the end of Year 6. Standards of writing have steadily risen at the end of Year 2.

76. Pupils are particularly confident when speaking and many pupils can talk at length. One of the reasons for this is the school's emphasis on "Talking Partners" across the school; an approach that gives pupils a substantial boost to their skills. All teachers provide these opportunities for pupils to talk and this accelerates learning because pupils have prime moments to rehearse what they have to say. Teachers expect pupils to listen to each other and value what is said. Most pupils are very attentive and speak fairly fluently but there are some pupils who are immature for their age in Years 4 and 5. Year 2 pupils use a good range of vocabulary and Year 6 pupils are able to offer helpful thoughts to others and absorb criticism of their own work very well.
77. The school promotes the early development of literacy skills well, overall, and plans appropriate links across other subjects such as history and science, particularly in writing. This range of experiences has given pupils a satisfactory start in their school life as readers and a good start as writers. However, higher-attaining pupils fare rather better than the less confident in reading the books assigned to them. From the start of Year 1, pupils begin to learn to use initial-middle-end letter sounds and simple rhymes. Higher-attaining pupils can write sentences and know about full stops and capital letters. The school's use of an early catch-up programme of activities successfully ensures that those pupils needing another go at grasping these crucial early skills are given an extra boost to ensure more robust early reading and writing skills. The school's use of the National Literacy Strategy is increasingly improving pupils' achievements.
78. Most pupils begin school with below average language skills; there is satisfactory achievement in reading in Years 1 and 2. Reasonable progress is evident in their understanding of letter sounds, although few average Year 2 pupils are able to blend together sounds such as "st" and "fl" - demonstrating a limited range of strategies to tackle new words. They recognise how punctuation is used in sentences and can explain the effect of punctuation, such as an exclamation mark. Precise targets for individual and common learning needs are set for all pupils and these help to map out expected achievement over the year. The very great effort the school places on reading is commendable and makes a good contribution to the standards attained. Opportunities for pupils to read to adults other than their teacher include the school's "Better Reading Partners" who support pupils well. When pupils talk about favourite books chosen from the school library or a shared "Big Book" in lessons, they express delight about the stories and characters such as Preston Pig. However, inspection findings noted that a small number of average and below average pupils in Year 2 often do not like the school books they read and this clouds their enjoyment. This is a response to the quality of literature that these pupils read daily; it adversely affects their attitudes to literature and limits the opportunities for pupils to delve into the world of story and imagination. As a result, some early readers use a narrow range of reading clues to help them understand what is happening in stories.
79. In Years 3 to 6, pupils achieve well in reading. Those that reach the higher levels thoroughly enjoy reading and can explain the effects that authors create. However, this enthusiasm is somewhat dampened as prized books such as "The Amber Spyglass" and the "Horrible Histories" are not always in the book band from which a pupil may choose. Organising access to books in this way has a narrowing effect on pupils' imaginative response, reduces opportunities to practise reading strategies and generally limits the pleasure and purpose of reading.
80. Standards in writing are average, overall, at the end of Year 2 and although higher attaining pupils progress very well, lower-attaining pupils do not achieve as well as they could. This is particularly evident in the samples of work seen and points to a lower rate of achievement across the year. In Year 1, pupils make a good start to forming letters correctly. They begin the year with average hand-eye co-ordination, and soon most can form three-letter words well enough. These skills transfer well into their handwriting so that at the end of Year 2, above average attaining pupils write in a joined style and carefully construct their ideas in sentences, some using speech marks. Average pupils compose a reasonable length of writing but are somewhat constrained by the pre-set number of lines on a page. Where pupils write best, they enjoy writing accounts of their experiences in diary form or when writing information to explain their findings in science. Year 1

and 2 teachers make good efforts to teach the key list of words and also teach spelling patterns well. Most pupils spell familiar words correctly and lower-attaining pupils use increasingly recognisable phonetic sounds. Where pupils do not achieve as well as they could, it is usually because activities do not address the learning needs of lower-attaining pupils well enough. Also, challenging learning targets that these pupils are expected to achieve have not had time to make a difference.

81. In Years 3 to 6, significant improvements in many aspects of writing over the past year now provide a strong platform for hoisting up standards and pupils make good progress because of these strategies. These include good leadership guidance from new school managers, well mapped out targets, detailed checking of pupils' progress and scrutiny of underachievement, such as standards in spelling. The school has recognised the need to raise standards of spelling in Years 3 to 6 and this is being remedied by new initiatives, including spelling logs; and, although it is too soon to see the overall impact on achievement, a new rigour is evident. In one example, a child with special needs spontaneously used his new skills to spell a word. The very good teaching of handwriting in Year 3 builds securely on that reached in Year 2 and after a few weeks in the term, pupils are developing a clear cursive style which brings confidence and pleasure as they write. Rich experiences are being brought to writing. In such an example, Year 3 pupils drafted and acted out play-script stage directions, with great enthusiasm, capturing expression and effect by written asides. Although assessment of writing has been in place for some years, some teachers have not easily made connections between the levels pupils reach and the activities they plan to move pupils on.
82. The school has improved resources to teach literacy and increasingly continues to include books for teachers to guide reading groups. The school has addressed the need to broaden the variety of early reading books. Books that prepare pupils for living in a world with many cultures are adequate. The achievements of boys and girls seen in their work were similar.
83. The quality of teaching is good, overall, with strengths in early letter, word and sentence work for the majority of pupils. The teaching of literacy has been revitalised by new and well-informed staff and where there remains some variability in the quality of teaching approaches, this is at the point of changing to meet new challenges as teachers work together. Pupils' achievement is also enhanced by the long-standing strengths and commitment shown by the school community who frequently listen to readers. The school now has a high proportion of very good teaching in the subject and some spirited and excellent teaching that inspires and challenges pupils. Across the school, teachers manage pupils well. Pupils know what is expected of them in lessons, relationships are good and teachers and classroom assistants have a caring approach to the pupils they help. The arrangements for assessing pupils' progress are of good quality and most teachers make good links between their assessments and their planning. Where this link is weak, a small number of lower-achieving pupils are not catered for as well as they might be. Pupils show interest in their lessons and most sustain concentration for appropriate periods of time, although in the Year 4/5 room accommodation does not make learning easy. Pupils with special educational needs are well catered for and supported particularly well by classroom assistants. Great care and sensitivity is used to encourage these pupils to shine and, in one example, a child with learning difficulties joined in the sound effects in a story as a result of the gentle prompting of the teacher.
84. Leadership in the subject is good, overall, and is an amalgam of the headteacher's, the deputy's and the subject co-ordinator's effective teamwork. The right priorities have been targeted to raise standards and monitoring of planning and teaching has been undertaken. The co-ordinator has made great efforts to raise standards despite a wide work load. Knowledge of pupils' progress is informed by the school's new assessment approaches. With the impetus and enthusiasm of new teachers, the teaching team is consolidating its approach to some of the methods for teaching reading and writing across the school.

## **MATHEMATICS**

85. Pupils achieve average standards. There are no significant differences in the achievement of boys and girls. Pupils with special educational needs achieve well in relation to their prior attainment; classroom assistants support the learning of these pupils effectively. Overall, pupils make good progress and this is particularly good in the Year 5/6 class. Pupils were seen to make good use of numeracy skills in other subjects; for example, science.

86. In Year 1, most pupils have a sound grasp of counting to 20; the majority can count on successfully from a given number to make up ten. Pupils have a good grasp of non-standard measures and the higher attainers are beginning to understand the need for standard units. Pupils with special educational needs show good gains in their mathematical language when supported by a classroom assistant during practical activities. In Year 2, pupils count appropriately in steps of two, five and ten. They can apply their knowledge of counting to the solution of problems involving money where they need to find the difference between two amounts. Pupils in Year 3 use number lines well to support their counting and are gaining a good understanding of basic division – for example, how many fives in 45? Year 3 pupils have a good knowledge of basic two-dimensional shapes and the associated language of vertices and right angles. Pupils in Year 4 are able to consolidate and then extend their knowledge of shape when working on the properties of triangles. Pupils in Years 5 and 6 are gaining a good understanding of negative numbers. The more able Year 6 pupils can plot points in four quadrants and apply their concept of negative number.
87. Teaching is good, overall. All teachers prepare detailed lesson plans with clear objectives for pupils' learning. They annotate these plans to show how well lessons went and what pupils had been able to learn. The teaching of basic numeracy skills is good; teachers follow the recommendations of the National Numeracy Strategy effectively. All pupils receive a daily mathematics lesson and this is well structured into three key parts – introductions are relevant and brisk, there are appropriate activities matched to pupils' learning needs and the plenary session is used to emphasise key teaching points. Pupils in the Year 5/6 class receive very good teaching, the key features of which are:
- Clear instruction so that pupils know what they have to do
  - Questions that challenge pupils' thinking
  - Work that is matched to what pupils need to learn

As a result of this very good teaching, pupils make very good progress and develop positive attitudes. Exposition is lively and engages pupils' interest.

88. Similarly, in the Year 3/4 class teaching is well organized and there is good emphasis on key vocabulary to extend pupils' mathematical language. In the Year 4/5 class, teaching is very well planned and there is effective recapitulation of previous work at the start of the lesson; explanations are patient and well aimed at appropriate pupils. In Year 2, a range of well-chosen activities in the middle part of the lesson enables pupils to consolidate key knowledge; there is appropriate use of information technology to help pupils solve problems. In Year 1, a key strength of the teaching is seen when the teacher models to pupils how to estimate and measure. Practical work (involving the measurement of a model snake) and well-chosen language, enable pupils to develop good understanding.
89. In all classes, teachers have a positive rapport with pupils and relationships are very good. Pupils develop good attitudes to learning. They are diligent and work at a good pace for most of the time. Behaviour is good – when there are rare lapses then teachers manage things well and in a positive manner.
90. Improvement since the last inspection is good. At that time, attainment was lower, particularly in Years 3 to 6. The areas of most significant weakness at the last inspection – mathematical vocabulary and mental arithmetic – are now good. Teaching is now good throughout the school and has many very good features - previously it was no better than satisfactory in Years 3 to 6. It is the improvement in teaching that has contributed most significantly to the rise in standards at the end of Year 6.
91. The mathematics co-ordinator is very effective and is involved in the full range of tasks expected of subject managers. The monitoring of standards and quality is done well – there is observation of lessons and scrutiny of teachers' planning and pupils' work. The co-ordinator has a firm grasp of the standards currently achieved by pupils; there is good analysis of test papers to identify areas pupils need to improve on. The school has rightly identified the need to achieve better results at

the higher Level 5 at the end of Year 6. End-of-year targets have been set for all pupils. The school's 2002 Year 6 statutory target was not achieved; the 2003 target, set at a higher figure, is realistic and appropriately challenging for the pupils concerned. There are good systems for assessing pupils' attainment and for tracking how well they are achieving through the year. The planning of the curriculum is very good and is based on the National Numeracy Strategy Framework - it ensures that pupils cover an appropriate range and balance of work. There is a mathematics policy and very useful guidance for new staff on the school's approach to the teaching of the subject. A mathematics improvement plan is to be drafted during this term. An initial audit in the preparation of this plan has correctly identified the need to improve the use of key objectives in the assessment of pupils' learning and the further use of intervention programmes to meet the needs of particular pupils.

## **SCIENCE**

92. In tests at the end of Year 6, pupils achieve broadly average standards. The evidence of the inspection confirms this.
93. Teacher assessment at the end of Year 2 in 2002 indicates an improvement - placing all pupils at or above the expected Level 2 and over one third at Level 3. This is well above the national average. In 2001, the respective figures were 88 per cent achieving Level 2 and 22 per cent Level 3.
94. At the end of Year 6, there has been a significant improvement since the last inspection. In 2000, pupils' attainment was significantly better than in 1999, the year of the last inspection; it improved more strongly in 2001 and this has been maintained in 2002. A key feature is the increased proportion of pupils achieving the higher Level 5, which in both 2001 and 2002 is four times that of 2000.
95. There is no significant difference in the achievement of boys and girls at the end of Year 2 – although slightly more boys reach Level 3. In 2002, at the end of Year 6, more boys than girls achieved Level 4 and above – a reversal of the 2000 position. Overall, pupils make good progress in their learning. Pupils with special educational needs enjoy their work in science and make good progress in relation to their prior attainment.
96. In Year 1, pupils learn about health, exercise and growth. They support each other well in finding the pulse and are fascinated by the movement it makes. The room is well organized to provide opportunity for pupils to exercise and then to observe the impact of this on the body – they note that faces become red, some are out of breath and the heart pumps more quickly. Pupils with special educational needs are well supported by classroom assistants as they promote the development of language. It was not possible to see any lessons in Year 2, but a scrutiny of pupils' work shows they are achieving average standards. They cover a balanced range of work, which includes evidence that they construct simple electrical circuits and record their finding in appropriate diagrams. Pupils are also able to test their ideas in a practical way – for example, when working with different kinds of materials or forces.
97. In Years 4 and 5 pupils gain a sound understanding of condensation as they conduct a test using hot water and ice. They are able to predict what will happen as a kettle boils and steam is released on to a glass and they can relate this to everyday examples of condensation in bathrooms and kitchens. Pupils in the Year 5/6 class gain a sound understanding of a fair test as they dissolve various types of material. They learn quickly as very good teaching prompts them, at the appropriate moment, to think carefully about what they have seen and to record it using correct scientific vocabulary and style. This is strengthening pupils' reasoning skills and they make very good progress as a result.
98. Teaching is good; in the Year 5/6 class it is very good. In the best teaching, there is very effective questioning; pupils are prompted to learn how different substances dissolve and about what makes a fair test – they are asked: "What if ...", "Did you think about ...", "Can you explain why?"

Pupils are also encouraged to discuss in pairs what they might predict and how they would test that prediction. All this develops an investigative attitude. In the Year 4/5 class, the teacher prepares extremely well and lesson objectives are clear and shared with pupils at the start and end of lessons. Pupils have good practical work that encourages observation; during this, the teacher and classroom assistant intervene at appropriate moments to move the learning on. Pupils cover a container of hot water with cling film and then, after placing ice on the film, they observe how condensation forms. Observations are recorded in labelled diagrams. In Year 1, the teacher organises the classroom very well to create space for pupils to make “star

jumps” so they can find out about how this quickens pulse rate. The teacher also uses an effective mix of listening, discussion in pairs, physical activity and writing to keep pupils interested and learning.

99. Pupils are encouraged to learn from each other as they work in pairs. They have opportunities to apply their writing knowledge and skills learnt in literacy lessons, for example, in using time connectives to set out the chronology of an investigation. Pupils show good levels of interest, particularly in their investigative work. They are productive and work hard to complete tasks. Behaviour is generally good – an indication of the effective organisation of resources for learning and the management of pupils.
100. Improvement since the last inspection has been very good, especially in respect of the rise in pupils’ attainment at the end of Year 6. From being well below average, standards are at least average and the proportion of higher-achieving pupils is significantly better. In particular, pupils’ knowledge of physical processes is much improved. Teaching is now better, particularly in Year 6. The variety of recording pupils undertake is better and there is no undue reliance on worksheets.
101. The science curriculum is based on the national scheme of work. The school has also written a long-term curriculum map that sets out how the various units of work will be covered over a two-year period. This requires a little refinement to ensure appropriate coverage by the mixed-year classes; a strength is that teachers plan jointly to avoid work being repeated. There is a good list of the skills pupils should learn as they progress through the school and pupils’ progress is recorded against this. Targets have been set to raise the proportion of pupils achieving Level 5; an action plan is nearing completion that sets out this and other key objectives for the subject. The co-ordinator has correctly recognised the need to identify more precise targets for pupils’ learning and to ensure that teachers’ marking of work focuses on how well these are achieved. The subject is monitored well by the co-ordinator with specific focus, including teachers’ planning and the recorded work of pupils.

## **ART AND DESIGN**

102. Standards are average at the end of Years 2 and 6. The school has maintained these standards since the previous inspection but the amount of time allocated to the subject means that pupils’ skills are not as well developed as they could be, particularly in Years 3 to 6.
103. Photographs and children’s work seen indicate that Years 1 and 2 pupils achieve slightly better than older pupils because of good early links between the work of a variety of artists and pupils’ observational skills. Nationally recommended guidance for the subject is in place, but learning steps to develop skills are not fully assured in plans for the subject across the school. Although Year 1 and 2 pupils explore their own interpretation of portraits from an early start and teachers develop pupils’ understanding of portraiture well, less time for the subject means that pupils have fewer opportunities to refine their skills. Where teaching is good, pupils draw and paint from observation. In one instance, these pupils were inspired by a visit to a garden belonging to someone from the school community. Their vibrant water colourings of flowers beds show the impact of direct experience. This is also observed where teachers encourage pupils to note the dynamics of shape and line, seen in Year 2 pupils’ moving figures.

104. Pupils in Years 3 to 6 make satisfactory progress, overall. Where teaching is good, pupils explore colour blending and pastel techniques and can describe the techniques they use. Across the school, where pupils use "Talking Partners" to examine each other's work as it progresses, they offer helpful comments. This develops pupils' personal skills very well and results in Year 6 pupils' thoughtful evaluation of their textile fables such as "The Fox and the Crow." Although pupils use sketch-books, this is focused on sketching from observation and less on collecting samples of texture or pattern. Evidence from discussions shows that Year 6 pupils know some artists and some of the style features of artists such as Picasso and Matisse, most of which are in the European tradition.



105. A limited amount of art was planned to be taught during the inspection, but the evidence seen in pupils' work indicates that the quality of teaching is satisfactory. Teachers' subject knowledge is good enough to deepen pupils' knowledge and skills. This is evident in pupils' response to the artist Monet's landscapes. Pupils say that these paintings evoke "a sense of being in the poppies." Pupils clearly enjoy their work and talk about it with enthusiasm, but most pupils have had little opportunity to work in three-dimensional materials such as clay. Although the long-term aspirations of the new subject co-ordinator are appropriate, it is too soon to judge the impact of her work because this is a new responsibility.

## **DESIGN AND TECHNOLOGY**

106. Standards across the school are similar to expectations, and achievement is satisfactory. The range of work seen indicates that there are some examples of good achievement, particularly in pupils' recording and evaluation of work, overall.
107. The school has maintained provision since the previous inspection. A new co-ordinator has taken responsibility for the subject and it continues to thrive. Opportunities to design and make products are now being transformed by the use of ICT, providing further opportunities for pupils to design but with the fluidity and manipulation available on screen.
108. Years 1 and 2 pupils' achievement is satisfactory, overall, but they make significantly better progress in understanding the design process. This is evident in their recorded work, where pupils regularly examine how effective their design has been. They enjoy the practical nature of design technology. This is seen in photographs of pupils trying out their cars on the playground. Pupils' paired discussion and written work show how they modify their two- and three-dimensional designs to overcome any problems they encounter. This gives pupils an understanding of the properties of different materials, which helps them to incorporate features into designs. Where teaching is inspiring, visiting experts and adults from the local community support the learning very well. In a Year 2 lesson, pupils gained very good practical experiences in a food technology session that linked well to their science topic on healthy eating and gave pupils lots of opportunities to raise their own questions. Pupils with special educational needs are well supported and take an active part in these interesting activities.
109. Pupils in Years 3 to 6 generally make satisfactory progress, overall. One of the strengths of the subject is the self-assessment that pupils undertake as they move through the designing and making process, evaluating their designs against the purpose intended. Pupils are increasingly skilful in their spoken and written evaluations, taking into account the views of other pupils as they try to improve their work. In Year 3, for example, pupils made torches, using their knowledge of electrical circuits, and recognised their own limitations as a result. One pupil wrote: "My instructions were hard to follow." However, the restricted time for the subject is reflected in pupils' use of materials, which is less skilful than their knowledge. Photographic evidence includes Year 6 slippers and indicates that pupils' design skills are good and that they use a reasonable range of materials and techniques to make their products.
110. Evidence from the variety of work seen indicates that teaching is mainly satisfactory but that some teaching is good and very good. Teachers clearly set appropriate challenges and plan activities well. The whole-school focus on recording and judging effectiveness is strong. With more activities and the new assessment practices, pupils are set to make greater progress than they do now. They look forward to their lessons and use their skills gained in other subjects, especially in art and design. Learning resources are satisfactory.

## **GEOGRAPHY and HISTORY**

111. When the school was last inspected, standards in both geography and history were in line with national expectations at the end of Year 2 and the end of Year 6 and teaching was satisfactory

throughout the school. Despite the high staff turnover, this situation has been maintained. This is due to a secure programme for learning in both subjects, which is based on a national

scheme. During the inspection, geography was taught to pupils in Year 1 and Year 2 and history to pupils in Year 3 to Year 6. Current work and work from last year was also analysed in order to contribute to the judgements.

112. Appropriate links between geography and history are evident in teaching. By the end of Year 2, pupils have conducted a reasonable study of Newton, incorporating walks around the village to look at local features and using a simple street map. They compare homes in the past with life today. They know that the washing machine and shower have replaced the wooden dolly stick and tin bath. They know about famous people from history like Florence Nightingale and list her qualities as 'kind and caring'. They construct a time-line, which includes events from her life and compare the features and conditions of hospitals in the Crimea with hospitals today. They compare the features of an island community like the Scottish island of Struay with their village, recognising that the features of a seaside town like the ice-cream shop and beach are very different from their own environment. Teachers have an appropriate level of knowledge about what they teach, so that in discussion, questions are answered satisfactorily. Appropriate links with literacy ensure that pupils' skills in speaking and listening are well used to describe what they see and recording tasks present reasonable challenges based on pupils' writing skills, including those of pupils with special educational needs. However, a wider use of information books, together with further attention to teaching geographical skills and the skills of historical research, would enrich learning further.
113. From Year 3 to Year 6 the analysis of work indicates that this satisfactory teaching continues in geography and history. By the end of Year 6, pupils again attain the standard expected for their age in both subjects. In geography, pupils know the lengths of the major world rivers and the characteristics of rivers, like meanders, and of the regions through which they flow. They can compare these with their own locality but evidence from discussion with pupils suggests that opportunities to use maps and globes regularly to enhance their work are missed. However, their visit to Lee Green Residential Centre was well used to provide orienteering opportunities and most pupils have appropriate map-reading skills for their age and say they 'use maps on car journeys'. Year 6 pupils are familiar with some of the features of Greece and know that in ancient times, the Greeks were a powerful fighting nation, also famous for the arts. During the inspection, good and very good lessons were seen in history.
114. Teachers' own knowledge of history is very secure, which contributes well to ensuring good learning from Year 3 to Year 6, and standards are well set to improve with this greater depth of input and increased attention to using a range of sources for research. The very good attention to detail in the 'Victorian classroom', with strict rules and punishments gave a very good insight into the lives of children at that time. A good supply of original source material was also provided for Year 4 and 5 pupils investigating the lives of the rich and poor in Victorian times. Again, good teaching characterised by very secure teacher knowledge and well designed tasks catering for the needs of all pupils ensured a high degree of involvement and a good level of interesting discussion. By Year 6, pupils' knowledge of the era is good and they can link what they have learned with their own family's experiences. The Internet and homework are used appropriately to support and extend learning. Pupils with special educational needs are fully included in learning opportunities and tasks are planned specifically to ensure progress in developing their skills in history. Planning securely supports progress towards their targets for writing and behaviour and discussion aid development of their knowledge and understanding appropriately.
115. The subject manager recognises the need to ensure progress in the development of skills in both subjects. A two-year plan to address the curriculum in the mixed-age classes for pupils in Year 3 to Year 6 has been put in place.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. Standards in information and communication technology are below average at the end of Years 2 and 6. Although pupils' achievement is satisfactory, overall, pupils from Year 1 to Year 6 are making rapid progress since provision for the subject has been considerably enhanced.
117. Committed leadership, teamwork and a whole-school effort that includes the PTFA have brought substantial improvements in the subject. Most of this work has been undertaken over the past year. Although pupils' computer skills are below that expected for their age, their understanding of how computers can be used to search and transmit information, including through e-mails, is good. Increased teacher knowledge with the influx of new staff has raised the level of experience and knowledge in the school and already this is increasing the momentum of pupils' learning in the subject. The full breadth of National Curriculum provision is now in place, although some specific aspects of development have limited resources, especially for pupils in Years 3 to 6. The school has plans to address this as the need occurs through the year.
118. These teaching and learning developments are linking well into the new technology and software. At present, the use of simulations, data-logging and control technology are tenuously planned into the curriculum for ICT and have not yet had an impact on pupils' achievement. The recent rapid improvement brought about by the new computer suite (Autumn 2002) is securing the capacity for further improvement in the gaps identified at the time of the last inspection. During the current inspection, evidence was considered from a range of sources including lessons observed in the majority of year groups. Also, samples of pupils' work from most year groups were scrutinised.
119. The school has worked hard to develop this good level of provision. Staff expertise and new software across the school have improved to meet increasing national expectations. Most teachers have undertaken training in the subject and this is bearing fruit in pupils' improving achievement. All pupils use ICT in the well-equipped computer suite, which is networked to most classrooms, and despite teething problems in the technology pupils are using computers to enhance their learning in subjects such as science, mathematics and English. In an example of this, Years 4 and 5 wrote a newspaper column and transformed their work into a reporting format on the computer. However, less use is made of the computers in classrooms to support learning. Teachers use nationally recommended activities to develop pupils' knowledge and skills and the school is at a pivotal point in fostering new understanding in the applications of ICT. This is seen in the interest and enthusiasm as pupils and parents research information on the Internet at the computer club.
120. Many pupils are increasingly able to log on to the computer and find the route to their own folder. Word processing and computer skills of drawing, painting and manipulating effects are developing in all year groups. Most pupils can change the size, style and fonts. Achievement is stronger in this aspect of the subject because pupils have had more opportunities to use computers to write for a reasonable variety of purposes involving text-handling. These include working with word-banks and sentences to illustrate a picture in Years 1 and 2 and manipulating and resizing pictures of Queen Victoria in Year 3. These new skills often bring some delight as pupils control the image size on screen with the click of the mouse. By the time they reach Years 5 and 6, pupils are able to reposition, manipulate or change effects as they design the layout of their proposed new classroom furniture. The breadth of using ICT is at its greatest in these two year groups and reflects strong teacher knowledge and pupils' increasing personal use at home and in school to browse for information and pleasure. The school plans to ensure more challenging learning targets to step up pupils' achievement across each year group as confidence increases. At the time of the inspection, this was in the very early stages of development. Pupils with special needs work enthusiastically and cope well with the activities when they are guided by support staff.
121. The quality of teaching is satisfactory. This judgement takes into account teaching in lessons and that seen through samples of work, mainly from the past year. The quality of teaching was good in the lessons, overall. This means that where aspects of the curriculum have been taught, pupils are achieving well and generally reaching average levels of attainment in those topics covered. This reflects some notable examples of very good and well-organised teaching that quickly builds on pupils' previous capabilities. Skilful modelling of the precise steps using accurate technical

vocabulary enables pupils to learn well, as when using design programs such as “Dazzle.” Year 1 and 2 pupils demonstrate average skills in this aspect of ICT. Similarly, Year 6 pupils used a more sophisticated program with a greater range of use to design a plan for their proposed new classroom layout. As one pupil commented, “Dazzle doesn’t have enough tools on it.” Most pupils were able to achieve the planned learning intentions to draw and manipulate shapes to represent objects then apply colour and text effects. However, the standard of their achievement was more in line with expectations for much younger pupils. The school’s new assessment arrangements are designed to assist teachers’ future planning.

## **MUSIC**

122. It was possible to observe only one music lesson at each key stage during the time of the inspection. However, it is clear from the quality of singing in assemblies, discussion with pupils and the obvious involvement and enjoyment of the Creative Arts Week that standards are in line with what is usually found by the time pupils leave Year 6. The teaching of music is satisfactory throughout the school and in Year 1 and Year 2 teaching is very good. This represents an improvement since the last inspection, and is due in no small measure to the exceptional specialist teaching. The very high level of skill shown in this teaching ensures that these pupils work with great enthusiasm. The evidence of planning and discussion with staff, indicates that standards in the subject are well placed to improve as consistent provision builds on pupils’ skills.
123. Pupils in Year 1 and Year 2 work very enthusiastically with a specialist teacher and these sessions are extremely well managed. Year 2 pupils sing very clearly, phrasing their singing very pleasantly. They show good control of pitch and rhythm and are eager to contribute when copying or improvising two- and three-note pieces. They can maintain a steady beat confidently when working individually and in small groups and use percussion instruments well to accompany their pieces. They control the sound carefully when they create or improvise, playing loudly or softly as directed by their group conductor. Pupils with special educational needs thoroughly enjoy these sessions and join in enthusiastically, working well with other pupils and making the same good progress as their peers. Extremely skilled teaching ensures that a wide range of activities is offered to these young pupils during their music lesson. Together with the opportunities to listen to a range of live and recorded music offered through assemblies and the Creative Arts Week, pupils experience the full breadth of the curriculum and reach the standards they should in all aspects of music, with higher standards than are usually found in singing.
124. Only one music lesson was seen with pupils in Years 3 to 6, and this was with the younger pupils. A high level of enthusiasm is evident and, for their age, these pupils show a good understanding of notation and rhythm. During assembly, pupils from Year 6 sing confidently and tunefully and perform well when singing in canon. Appropriate use is made of a range of music tapes, mainly from western cultures, to encourage listening skills, at each assembly. Music from a wider range of cultural traditions was introduced during the Creative Arts Week. However, the use of music in assemblies is not often extended to help pupils learn the names of particular composers, to appraise their style and to consolidate learning about music from other cultural traditions. Little instrumental work was seen in Years 3 to 6, but photographic evidence shows a nominal range of opportunities to create and improvise during the Creative Arts Week and planning indicates that lessons usually incorporate opportunities to compose, practise and perform. Teaching is satisfactory for these older pupils; teachers are well organised and manage pupils well; training, mainly through opportunities to watch specialists at work, is enhancing the non-specialist teachers’ knowledge and skills. The high level of enthusiasm shown by pupils, particularly for singing and, when instruments are available, for composing, indicates that pupils enjoy music. The school has identified a need to enhance opportunities in music, particularly using pitched instruments for these older pupils, and to ensure consistent provision. To address this need, the school uses a specialist teacher to teach all Year 3 pupils to play the recorder and another to teach sets of lessons to pupils in Year 3 to Year 6. However, the timing did not allow for these lessons to be observed during the inspection.

125. Satisfactory use is made of visiting musicians to enhance the music curriculum, such as pupils from the secondary school, and a Caribbean steel band during the Creative Arts Week. The school is aware that several pupils sing in a local choir and although there is no school choir at the present time, these pupils sometimes perform at assemblies. At the end of term celebrations, special songs are sung and the preparation for these performances contributes

well to the teaching of singing. Although the supply of unpitched instruments is adequate, there is a smaller range of pitched instruments and a dearth of instruments from around the world, and the overall range of instruments requires expansion.

126. The co-ordinator for music has no specialist knowledge of the subject, but has an enthusiasm for developing the school's approach to the subject and is providing appropriate leadership. The school has adopted the nationally recommended scheme of work, and having conducted an audit of provision, has a secure plan in place for development.

## **PHYSICAL EDUCATION**

127. During the inspection, four lessons of physical education (PE) were seen, covering all classes at Key Stage 2 and the Year 1 class. Standards of attainment are in line with those expected for pupils of this ages.

128. In Year 1, pupils reach up and curl to the ground to mimic the movement of a butterfly; they curl round and sink to the floor as they pretend to be the cocoon. They imitate the movement of a caterpillar by wriggling and stretching on the floor. Some have difficulty bringing up the knees and stretching again, but the majority can complete the movement appropriately. In the Year 3/4 class, pupils are able to put together a basic dance sequence and can evaluate their own performance and that of others in a constructive way. Overall, most pupils make satisfactory refinements to their dance; a few go further and devise more complex movement. Pupils move well to the rhythm of the music and use the contrasts of high/low, forwards/backwards and in/out to string pieces of the dance together. In a good dance lesson in the Year 4/5 class, pupils evaluated and refined their work well; they were keen to demonstrate and offer perceptive ideas on how movement could be improved. Two particularly able boys devised a dance sequence to mirror the movements made by the other – they moved with fluency and precision in time to the music. Pupils in the Year 5/6 class demonstrate a sound level of games skill as they steer the hockey puck through a line of cones. The Year 6 pupils in particular are able to hit the final stroke with some accuracy and can vary the pace. All pupils show a good ability to evaluate their performance.

129. Teaching is good, being well organised and based on clear objectives for learning. Activities are varied to hold pupils' interest and all sessions begin with good warm-up activity. Teachers join in with pupils and this provides a good role model; they are able to demonstrate what is required and show good subject knowledge. The choice of music in dance is good and pupils become enthusiastic when moving to rhythmic sequences. Pupils co-operate well and this is due to the way in which teachers encourage them to share and evaluate their ideas as they work in small groups. Classroom assistants provide good support for individual pupils – usually those with special educational needs. They work hard to keep pupils interested and busy. Pupils especially enjoy individual dance exercise to popular music; if their enthusiasm begins to become a little boisterous teachers very skilfully move to a quieter activity or ask pupils to evaluate what they have achieved.

130. Behaviour is good - pupils enjoy PE and are keen to take part. They listen and watch carefully as other pupils demonstrate their work. Sometimes, the teacher works with a pupil to demonstrate an exercise. At times this will be a pupil who finds the movement difficult but working with the teacher imparts confidence and raises self-esteem.

131. The school has maintained the strengths noted at the last inspection and has improved the range of the curriculum provided. Standards have been sustained, the quality of teaching remains good and a range of extra-curricular activities is provided.
132. The school provides an appropriate PE curriculum of suitable breadth and balance. Pupils in Years 4 to 6 are able to take part in swimming lessons. Gymnastics, games and dance are all provided for. There is an outdoor residential experience where pupils can follow pursuits such as orienteering and where they can develop team building and problem-solving skills.

133. Extra-curricular activity is provided in football and rounders. The school draws on the football coaching skills of Alfreton Town F.C. Two visits each year are arranged to a leisure centre in Derby. The headteacher co-ordinates PE effectively, and the skills of other staff are also used appropriately – for example, in dance and football coaching. Resources are good and the school has a large field and hard-surface play area.

## **RELIGIOUS EDUCATION**

134. From the evidence seen in the analysis of work from last year and this year, teaching is satisfactory, although in lessons observed, teaching was good in Year 1 with very good teaching in Year 5 and 6. Planning is securely based on the locally agreed syllabus and ensures that pupils' knowledge and understanding is in line with the expectations for their age by the end of Year 2 and Year 6. This represents an improvement since the last inspection when standards were below expectations and were one of the key issues for action. A significant reason for the improvement is found in the positive ethos of the school, which promotes the Christian faith and festivals well through assemblies, giving pupils a sound basis from which to study other faiths and to explore their own feelings. There has been a sound audit of provision and a range of training for staff since the last inspection, which has improved teaching and learning. The subject makes a good contribution to pupils' spiritual, moral, and social development and a satisfactory contribution to their cultural development.
135. Pupils in Year 2 know that the Bible and the Torah are special books, that Ramadan is a special time for Moslems and Christmas is a special time for Christians. Satisfactory teaching ensures that there are regular lessons and that pupils make reasonable progress. Good teaching about memories and feelings supports the school's personal development programme well. In a good lesson seen in Year 1, pupils were very thoughtful when discussing caring, particularly their responsibility to care for the environment so that people and animals can live in harmony. Good use of a model hedgehog and some examples of litter led to a particularly tense and solemn moment as the hedgehog became covered in crisp bags and rubbish. Pupils were very thoughtful about their responsibility and reflected sensitively on the effect of the rubbish they had seen in the local park in an earlier visit. Pupils with special educational needs were fully involved and very well supported in this lesson, so that their ideas and contributions were as well-thought-out and as sensitive as those of other pupils, and equally valued by others. The school has developed good links with local places of worship, which pupils visit as a part of their religious education lessons. Local religious leaders from Christian churches visit the school from time to time but there are few opportunities to meet people of other faiths.
136. Pupils in Year 6 have an appropriate level of knowledge and understanding in religious education. They know that Jesus is the founder of the Christian faith and that famous leaders like Gandhi and Martin Luther King were supported by a strong faith. They have an appropriate understanding of the differences between the customs, beliefs and celebrations of Christians and Moslems and their knowledge of Judaism and of their religious celebrations is reasonable. Their knowledge of Christianity is better than their knowledge of other faiths, and opportunities to improve their understanding of the lives and culture of others in multicultural Britain are not as developed as they could be. Pupils' studies at Year 6, based on important changes in their lives, are very well taught. Very high quality relationships between pupils, and between pupils and their teacher, ensure that very good discussion takes place. Pupils' writing about moving to secondary school shows they are 'nervous about getting lost', or 'excited about new friends'. Very good planning and time management ensure that pupils are given excellent models and that their paired work partnerships are very well used to stimulate their thinking and to clarify their thoughts. Clearly, they enjoy participation in these sessions, sharing their thoughts confidently.
137. Satisfactory links are made with literacy to record work undertaken in religious education. Discussion is promoted strongly and speaking and reasoning skills develop well. However, writing frames are not provided to support younger or less experienced writers, and religious education tasks are not always closely linked to each pupil's attainment and understanding.

138. The co-ordination of religious education is good and continues to raise the profile of the subject so that the weaknesses found at the last inspection have been addressed positively. The school now has a satisfactory range of resources for use in lessons and, together with visits, the limited range of visitors and the use of the Internet to access information about other faiths, these enrich teaching and learning appropriately. However, although the school follows the locally agreed syllabus appropriately, there remains a need to increase the opportunities for learning about other faiths in order to enrich pupils' learning.