

# INSPECTION REPORT

## **BEESTON RYLANDS JUNIOR SCHOOL**

Beeston, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122540

Headteacher: Mr Kevin Briffett

Lead inspector: Mr Peter Sandall

Dates of inspection: 25<sup>th</sup> – 27<sup>th</sup> November 2003

Inspection number: 255476

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll;	176
School address:	Trent Road Beeston Nottingham
Postcode:	NG9 1LJ
Telephone number:	0115 917 8355
Fax number:	0115 917 8170
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr F Gordon
Date of previous inspection:	27 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

Beeston Rylands is a six-class junior school serving part of the Nottingham suburb of Beeston. Few pupils attend from outside the area, but a significant number move in and out of the school in any one year. There is a balance of boys and girls in its 176 pupils, the great majority of whom are of white British descent, although a number of ethnic groups are represented. Pupils come from a wide range of socio-economic backgrounds. Almost all pupils transfer from the neighbouring infant school, and their attainment on entry is broadly average. The percentage of pupils known to be entitled to a free school meal is below average, while the percentage identified as having special educational needs is broadly average. There are three pupils who are in the early stages of learning to use English. There have been staffing difficulties at the school during the past year.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25771	Mr Peter Sandall	Lead inspector	English Information and communication technology Geography History Religious education
19664	Mr John Bayliss	Lay inspector	
27369	Mrs Carolyn Sandall	Team inspector	Mathematics Science Art and design Design and technology Music Physical education Personal, social and health education Special educational needs English as an additional language

The inspection contractor was:

*Criterion School Inspections*

*Juniper House  
23 Abbots View  
Abbotswood  
Cinderford  
Gloucestershire  
GL14 3EG*

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	6-7
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	8-11
Standards achieved in areas of learning, subjects and courses Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	11-16
Teaching and learning The curriculum Care, guidance and support Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	16-18
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	19-25
<b>SUBJECTS IN KEY STAGE 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	26

# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

### **Beeston Rylands offers its pupils a sound education and gives satisfactory value for money.**

The recently appointed headteacher has made a good start in challenging circumstances. He is supported by an effective governing body and a hard-working staff, both teaching and non-teaching. There is a good ethos in which all are valued; pupils and parents are proud of their school. Teaching is satisfactory overall, although it is much better in Years 5 and 6. Standards in the core subjects of English, mathematics and science are in line with the national average by the end of Year 6. Pupils' achievement is satisfactory, although it improves as pupils move through the school.

The school's main strengths and weaknesses are:

- The headteacher gives good leadership and manages the school well.
- The governing body is supportive and very aware of the school's needs.
- Teaching is good in the upper school.
- Teaching is, currently, unsatisfactory in the lower school.
- Pupils with special educational needs, as well as those with English as a second language, make good progress because they are supported well.
- Higher-attaining pupils are not always sufficiently challenged.
- Pupils are very confident, have good attitudes to school and behave well.
- There are very good arrangements to ensure pupils' views are considered.
- Links with other schools are very good.
- Parents are well informed and valued as partners in their children's education.
- Attendance is good and punctuality very good.

The school has made satisfactory improvement since the last inspection. Overall, pupils' attainment is broadly average, as it was at the time of the previous inspection in 1998, although there are variations within this. The key issues concerning information and communication technology, and art and design, have been effectively addressed and standards are now satisfactory. Teachers' expectations of the achievement of higher-attaining pupils could be raised in various subjects, including mathematics; this was highlighted during the last inspection.

## STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	D	B	A
Mathematics	C	C	D	E
Science	D	C	E	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is sound.** Pupils enter the school with broadly average attainment. Their progress over time is satisfactory, although, currently, younger pupils do not achieve as well because some teaching is unsatisfactory. Older pupils make better progress due to better teaching. By Year 6, pupils attain average standards in English, mathematics and science. Where attainment was low in mathematics and science tests last year, this was mainly because a smaller proportion of more able pupils achieved the higher level 5 than in the previous year. Standards in information and communication technology are average, which is an improvement on the findings of the last inspection.

**Pupils display good personal qualities, and their spiritual, moral, social and cultural development is also good.** They have good attitudes to each other and good relationships with adults in the school. This, together with generally good behaviour, contributes to a positive ethos and environment for learning. Attendance is good and punctuality very good.

## **QUALITY OF EDUCATION**

**The school provides a sound standard of education and teaching is satisfactory overall.** In Years 5 and 6 teaching is never less than satisfactory, with most being good and, on occasion, very good. Lessons in these classes build carefully on previous work, and pupils are clear about what is expected. Marking is very helpful, and pupils often respond in writing. In Years 3 and 4, while there is some good teaching, overall teaching is unsatisfactory. Not all teachers are clear about pupils' abilities or understanding, so work is sometimes pitched at the wrong level. The teaching methods used are not always appropriate or effective, and, as a result, pupils lack motivation and their rate of learning slows. In some subjects, the work in pupils' books indicates that teachers' expectations are too low, although their marking is usually helpful. Support staff are used effectively throughout the school and make a significant contribution to the achievement of pupils with special educational needs and those for whom English is an additional language.

Provision for pupils' care, welfare and safety is good. There are very good systems to support pupils joining the school, while a combination of class and school councils give pupils every opportunity to be involved in decisions which affect them. Good relationships mean that pupils have ready access to support and guidance. The school's partnership with parents is good, and improving, and there are very good links with local schools. All this has a positive effect on pupils' achievement.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher has quickly developed a clear vision for the school and a united, supportive staff team provide good role models for the pupils. Development planning is focused on raising standards and the school has set challenging targets. Management in all aspects is smooth and efficient. The governing body has a good understanding of where the school is in its development and the direction it needs to take. The school fulfils its statutory requirements.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents generally have positive views about the school as were indicated both at the pre-inspection meeting and through the questionnaires returned. The responses to the questionnaire raised some concerns about bullying, but several parents said from experience that if any instances occurred they were dealt with swiftly and effectively. Relationships during the inspection gave no cause for concern.

Pupils, too, are happy with their school; they like being at school and think that the teachers are fair and help them when they are stuck. They appreciate the class and school councils. In Year 6, during discussion, pupils were sensible, with clear views and opinions, and were very positive about all aspects of their education. A number of pupils responding to the questionnaire thought some lessons lacked interest, a view shared by inspectors.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Improve the quality of teaching and learning with particular focus on:
  - ensuring that skills and knowledge are taught at an appropriate level;
  - using appropriate methods and strategies to engage and motivate pupils;
  - expecting a consistent quality and quantity of work;
  - always challenging higher-attaining pupils.

# PART B: COMMENTARY ON THE INSPECTION FINDINGS

## STANDARDS ACHIEVED BY PUPILS

### Standards achieved in subjects

Achievement is satisfactory overall and pupils attain average standards by the end of Year 6. Achievement in Years 3 and 4 is currently barely satisfactory, and some pupils are not making the progress of which they are capable. In Years 5 and 6, achievement improves, and is satisfactory and in some areas, such as English, it is good. Despite this, some higher-attaining pupils do not do as well as they might. Standards are currently average in all the core subjects<sup>1</sup>, although strongest in English. Trends over time are below the national trend, mainly due to relatively weak test results in mathematics and science in 2003. Last year, while standards improved considerably in English, due to the school focusing on developing this subject, they fell in both mathematics and science. This was partly attributable to the group taking the tests having had a succession of different teachers over their last two years in the school. The level of pupil mobility also is also significant, with almost double the average number of pupils moving in and out of the school over the four years of junior education.

### Main strengths and weaknesses

- Good and sustained support enables pupils with special educational needs, as well as those with English as a second language, to achieve well.
- Standards in English are above the national average over time, and were well above those found in similar schools in 2003.
- Pupils' achievement, while sound overall, is not consistent through the school.
- Higher-attaining pupils need more consistent challenge, particularly in science.

### Commentary

#### *Standards in national tests at the end of Year 6 – average point scores in 2003<sup>2</sup>*

Standards in:	School results	National results
English	28.3 (26.5)	27.0 (27.0)
Mathematics	26.4 (28.4)	27.0 (26.7)
Science	26.8 (27.4)	28.8 (28.3)

*There were 37 pupils in the year group. Figures in brackets are for the previous year.*

1. The 2003 National Curriculum test results were below average overall. They were above average in English, but below average in mathematics and well below average in science. The picture is repeated when results are compared to schools whose pupils attained similar results at the end of Year 2.
2. Pupils presently achieve satisfactorily overall. In English the school's decisions to take group reading out of the literacy hour, and to have a dedicated writing period each week, are having a positive effect on standards in writing. Teaching pupils in ability groups in mathematics is also helping to raise standards when work is pitched at appropriate levels. In science the recent changes to the way the curriculum is planned are designed to ensure that pupils' knowledge and understanding is built on consistently. Assessment procedures in science are part of the school's development planning, as is the introduction of pupil targets in both science and

<sup>1</sup> The core subjects are English, mathematics and science.

<sup>2</sup> **Average Points Scores.** The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested. Pupils are expected to move on one point every term, so if a school's scores are one point above the national, their pupils are, typically, a term ahead.



mathematics. The use of individual targets in pupils' writing books helps pupils to be aware of what they need to do to improve.

3. Standards in information and communication technology are average, which is an improvement since the previous inspection. Better resources and additional training for staff have led to pupils developing their technology skills further and being more confident in using them. There was insufficient evidence to make judgements about standards in other subjects of the curriculum, apart from art and design, where standards are satisfactory.
4. The key barrier to raising pupils' achievement further, at present, is the quality of teaching, particularly in Years 3 and 4, although some of the issues occurred in a few lessons higher up the school. These concerns relate to matching work to pupils' needs; sometimes to consolidate understanding but, more frequently, to extend and challenge higher-attaining pupils. The good achievement of pupils with special educational needs, and those with English as an additional language, is largely because careful assessment ensures the work set for them is at an appropriate level. There was no evidence of gender having any bearing on the standards attained by pupils, and pupils in different ethnic groups make similar progress to their classmates.

### **Pupils' attitudes, values and other personal qualities**

Throughout the school attitudes to learning are good. Pupils' personal development is good overall, with moral and social development being very good and spiritual and cultural development satisfactory. Behaviour is good. Attendance is good, with very good punctuality.

### **Main strengths and weaknesses**

- Pupils are keen to come to school, enjoy it and try to do their best.
- There is good behaviour in the playground, when moving about the school and when eating lunch.
- Behaviour in class is usually good, but is related to the quality of teaching.
- Pupils work and play well together and care for each other. Relationships are very good.
- Pupils respect the values and beliefs of others.
- There are good procedures for raising attendance levels and for promoting good behaviour.
- The school successfully promotes pupils' personal development including spiritual, moral, social and cultural development, within a positive ethos.
- Attendance is consistently higher than average, with very good punctuality.

### **Commentary**

5. Although possibly not as good as when last inspected, when attitudes were judged to be very positive overall, the great majority of pupils show good attitudes to their learning, especially in the upper school. They are attentive, follow instructions, and are keen to complete the work they are asked to do. They co-operate well in pairs or small groups, supporting each other and learning together. Boys and girls are equally enthusiastic about school activities, trying hard and endeavouring to do their best. Throughout the school the pupils use resources carefully. They concentrate well, although in the occasional lesson, especially in the lower school when teaching fails to catch their attention sufficiently, a few find maintaining attention difficult.
6. Overall, the pupils have a sensible and mature approach to their education. They generally contribute well in question and answer sessions. However, in some lessons, teaching methods do not always encourage pupils to use their initiative sufficiently. Providing more opportunities for personal study and research skills was a weakness at the last inspection, and there is room for further progress in this area. In the best lessons, the pupils are ambitious, respond well to challenge and take pride in their work. As the pupils move through the school, they are provided with increasing opportunities to accept responsibility, by acting as monitors, team captains or members of the school council, all of which increase their social skills. In the upper school they also develop further the capacity to critically evaluate their own work. Inspectors confirm the view of parents that, through its strong social development programme,

the school ensures that the pupils are successfully helped to become mature and responsible individuals.

7. The quality of relationships between pupils, and between pupils and adults, is very good, as it was at the last inspection. Pupils show great respect for the values and beliefs of others and this is apparent in the way they relate to each other, both in lessons and elsewhere. The pupils are encouraged to care for each other and for those less fortunate than themselves. They value the friendships they make. Pupils from different backgrounds relate very well to each other. They relate easily with adults, although never in a disrespectful way. The great majority of the pupils have confidence in their teachers, readily seeking their help and appreciating the support they receive. These relationships contribute positively to the standards achieved across the school.
8. The school's arrangements for pupils' spiritual development are satisfactory, although not as good as they were reported at the last inspection. The school meets its responsibilities properly, through assemblies and class discussions, to teach the pupils to reflect on their own actions and those of others; to show consideration for others; to listen to others and learn to respect their views. Regular lessons in personal, social and health education play a good part in this. However, there are few planned opportunities in other lessons for pupils to consider and reflect on what they have learnt and how it impacts on their daily life. Statutory requirements for a daily act of worship are met.
9. Satisfactory opportunities for pupils to appreciate their own and others' cultural traditions continue to be provided. A variety of musical styles presented at the start of assemblies stimulates pupils' interest. Pupils gain a satisfactory insight into their own and other cultural traditions, through work in religious education, art and design, music, history and geography. The effective use of pupils, from a variety of cultural backgrounds, to explain their cultural traditions, enhances pupils' awareness of customs and traditions in their own and lives and those of others, preparing them properly for life in a multi-cultural society.
10. As found at the last inspection, the school's clear moral code provides a firm basis for the ethos of good behaviour. Break-times are pleasant, social occasions when the pupils behave well; boys and girls playing happily together without any sign of bullying or other anti-social behaviour. Pupils and their parents have few concerns about behaviour, thinking most behave well and are friendly. All staff promote the principle of knowing right from wrong consistently. Most pupils are keen to be rewarded and understand the consequences of breaking rules. In lessons, behaviour is usually good, although there are examples of inattention by some pupils when teaching does not engage them. Very exceptionally, it was necessary to exclude a pupil for a fixed period last year as a result of consistently failing to observe school rules.

***Ethnic background of pupils***

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	147	1	
White – any other White background	2		
Mixed – White and Black Caribbean	1		
Mixed – White and Asian	2		
Mixed – any other mixed background	8		
Asian or Asian British – Indian	5		
Asian or Asian British – Pakistani	1		
Asian or Asian British – any other Asian background	1		
Black or Black British – Caribbean	2		
Chinese	3		
Any other ethnic group	1		

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

11. Attendance has been consistently maintained at the good level found at the time of the last inspection. The school has good procedures for monitoring and maintaining high levels of attendance. Records are properly maintained and comply with statutory requirements. Registration is efficient. The pupils enjoy school and attend when they can. They ‘can’t wait’ to come to school say parents. There is no evidence of truancy. Punctuality in the morning is very good. The importance of attendance is regularly stressed to parents and the great majority of them respond positively, although a few organise holidays during term time. Others do not always provide reasons for absence, resulting in unauthorised absence.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.3
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a sound education for its pupils. The school’s ethos supports learning, as does a shared commitment to improvement and good leadership and management. The use of support staff and the care of pupils are also strengths. The school provides a satisfactory curriculum.

**Teaching and learning**

The quality of teaching and learning is satisfactory overall. However, teaching is much stronger in the upper school, where it is predominantly good. Assessment is satisfactory. Analysis of pupils’ work and the quality of marking are strengths, but planning is not always sufficiently structured to meet the needs of individual pupils and groups.

**Main strengths and weaknesses**

- Teaching is good in Years 5 and 6.
- There is too much unsatisfactory teaching in Years 3 and 4.
- What the pupils can do is assessed well in English and pupils know how they can improve.
- Teaching methods are not always well chosen to support learning intentions.
- Teachers’ expectations of higher-attaining pupils are not always sufficiently demanding.
- Marking is used effectively to let pupils know how they are doing.
- Support staff are used well and make a significant contribution.

**Commentary**

**Summary of teaching observed during the inspection in 23 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
	1	11	8	3		

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

*During the inspection two classes were being taught by temporary staff. This meant that observations of teaching in these classes were not necessarily representative of the quality of teaching over time.*

12. In good lessons, teaching builds carefully on existing knowledge, so that pupils make visible progress in their understanding and in the quality of work they produce. For example, in a writing lesson in Year 6 pupils were encouraged to use the understanding of journalistic style they have developed in their literacy lessons to produce a newspaper article from the perspective of either the wolf or the pigs in the tale of the *'Three little pigs'*. Pupils' inventiveness and use of language showed they have been taught to understand the use of bias in writing. The use of information and communication technology in the production of the article, including importing and adapting pictures, demonstrated good links between the subjects. In art lessons in the upper school the use of good quality pictures to stimulate imagination, followed by a wide choice of media for pupils to select for themselves, led to good and very good learning as pupils experimented and compared their results.
13. Mathematics, too, is taught well in the upper school. The work is carefully targeted for the different sets and, as a result, both higher- and lower-attaining pupils achieve well. In the lower-attaining set, the teacher's understanding of pupils' abilities ensures that the tasks are clearly explained and are at appropriate levels to challenge both the more and less capable in this group. Because of this the pupils are motivated and keen to show what they can do, both to their teacher and to each other as they discuss their results. A pupil with special educational needs is supported very well and makes very good progress. In a lesson for higher attainers, pupils were encouraged to check their results and learn from mistakes. They knew what they had to do and their achievement was recognised by the teacher, who developed pupils' confidence and encouraged them to try harder. As a result, the pupils made good progress.
14. Pupils' books show that the school's emphasis on marking is working well. Not only is all work marked, but there are also frequent comments which help pupils to see what they have done well and how they might improve. This is very effective in the *'I am a writer'* books, where each pupil is given clear targets for improvement particularly relevant to them. Pupils often show that they have read and appreciated what has been written by following it with a comment of their own; a pleasant touch which reflects the quality of relationships. However, in some subjects, both the quantity and quality of the work produced indicates that sometimes teachers' expectations are not high enough, particularly when related to the capabilities of higher-attaining pupils.
15. The number of unsatisfactory lessons means that teaching as a whole is not as positive as at the previous inspection, when it was judged good overall. While there were examples of good teaching in all year groups, the great majority was in Years 5 and 6, and the instances of unsatisfactory teaching were all in the lower school. Recent instability in staffing has led to temporary difficulties which are being addressed by the governing body; for example, a newly appointed deputy headteacher takes up his post in January 2004.
16. There are various factors which contributed to the three unsatisfactory lessons, but one is common to all, and indeed to some other lessons throughout the school. Classrooms are organised in such a way that pupils tend to spend most of their time sitting at their tables, whether listening to the teacher, looking at the whiteboard or displayed results, working at activities or discussing what has happened at the end of the lesson. When the teaching is interesting and stimulating, pupils remain involved, but when it is not they switch off early in the lesson, resulting in teachers spending too much time managing inattentive behaviour at the expense of teaching. Sometimes pupils cannot hear what is said; some are seated in a position that makes it impossible to see to what the teacher is referring. Where lessons are necessarily long, such as in the core subjects, this makes good teaching more difficult to achieve, especially when pupils have only just left the infant school. Insufficient consideration is given to selecting teaching styles and methods to enliven and reinforce the intended learning.
17. In an unsatisfactory lesson in mathematics, a combination of poorly chosen resources and teaching points which were beyond the pupils' current level of understanding meant that little learning took place. This class is shared between two teachers, and an issue for the school is to ensure that sufficient information is passed between them, so that teaching later in the week builds on what has gone before, and appropriate allowances are made for pupils' progress. A science lesson began well, with a focus on scientific vocabulary, but the organisation and methods used, where groups of pupils took part in pre-prepared 'experiments', while the rest of

the class watched, did little to promote learning. A discussion of the 'water cycle' which followed was too complex and, in one respect, inaccurate.

18. Support staff are used well and make a significant contribution to pupils' learning, both for pupils with special educational needs and those who use English as an additional language. The staff are very much part of the team, and are well motivated. They are made aware of the teachers' planning in advance and they are ready to adapt this, where necessary, in response to how well pupils are coping. As they usually work with the same pupils through the school, the good relationships, which are clearly evident, make a strong contribution to the quality of learning which takes place.
19. The school uses assessment well to analyse pupils' strengths and weaknesses in English and mathematics and to adjust the overall curriculum in the light of this. Assessment in science and information and communication technology is under review in the school's development planning, although the adoption of a more structured programme for science is already helping teachers to teach at appropriate levels. The use of taught information and communication technology skills in other areas of the curriculum is also part of the school's development planning. Assessment in religious education and the non-core subjects is at an early stage of development.
20. The use of targets in English is proving effective, both in individual assessment and as a means of motivating pupils; it is shortly to be extended to mathematics and science. Day-to-day assessment, where teachers adapt lessons to respond to pupils' learning, is less assured. While some teachers do this as a matter of course, there are no structures to ensure it takes place, such as a brief evaluation of lessons where learning has either exceeded or failed to meet expectations. This practice would help to ensure continuity where two teachers share the teaching of English and mathematics in one class.

## **The curriculum**

There is a satisfactory curriculum which meets statutory requirements. There are sound opportunities for enrichment through extra-curricular activities, mainly in sport. The accommodation and learning resources are also satisfactory, overall, and meet the needs of the curriculum.

## **Main strengths and weaknesses**

- There is good provision for pupils with special educational needs and those who use English as an additional language.
- The support staff are used well, enabling them to make a good contribution to the pupils' achievements.
- The outside play area is good.
- There is a narrow range of opportunities in music.

## **Commentary**

21. The school meets its statutory responsibility to provide a full range of National Curriculum subjects. Religious education is taught in accordance with the locally agreed syllabus and there are daily acts of collective worship. The school's policy for equality of opportunity is reflected in its practice. It is clearly illustrated in the school's policies, in the broad and balanced curriculum and the commitment of staff and governors, together with the way they care for the school community. Pupils with special educational needs are supported well, as are pupils who use English as an additional language. Their learning is well structured and the deployment of support staff ensures that pupils are involved throughout lessons. Information and communication technology is used effectively to support individual pupils. Pupils' individual education plans have clear targets that all understand, and this area is managed well.
22. The school is attractive and well maintained by a conscientious site supervisor. The playground has recently been re-marked, with the pupils being given the opportunity to contribute to the chosen designs. There is also a school field, which pupils use in good

weather. The mid-day supervisors are well organised and efficient; this is important as the pupils taking a cooked lunch have to walk across the road to the neighbouring infant school.

23. While curriculum time is generally well structured and made good use of, two issues noted during the inspection need to be considered by the school. First, in some lessons in the lower school, teaching finishes some ten minutes before the end of the lesson, which then turns into a protracted 'tidying up' session. If this is a regular occurrence valuable learning time is being lost. Second, the group-reading time at the beginning of each day is appropriate and well used for the pupils involved. However, the quality of what the rest of the pupils are doing varies from class to class, and in some cases lacks challenge and structure.
24. The school offers a satisfactory range of opportunities to enrich the curriculum and give pupils wider experiences. These include sports as well as visits to outside events and venues and visitors to the school. However, apart from a choir that meets occasionally, there are no opportunities for pupils to develop the wider musical interests that are usually found in primary schools, such as learning to play a musical instrument.

### **Care, guidance and support**

The way in which the school looks after its pupils, providing for their welfare, health and safety, is good. Satisfactory assessment, coupled with teachers' good knowledge of the pupils' personal, individual needs, ensure that the school is able to offer good support, advice and guidance to its pupils to help them learn. There is very good involvement of pupils in the work of the school.

### **Main strengths and weaknesses**

- The school meets its obligations for child protection and for ensuring pupils' welfare well.
- The school provides a warm, orderly, caring and safe environment in which all pupils can flourish, knowing that if they have worries there is always someone ready to listen.
- Teachers' knowledge of the pupils' as individuals is used well to provide good access to support, advice and guidance.
- Very good induction arrangements ensure a happy introduction to school life.
- Parents are very happy with how the school looks after their children.

### **Commentary**

25. The good support and guidance provided by the school has a significant impact on pupils' learning and well-being. Regular risk assessments and effective supervision, both in class and at playtimes, ensure that statutory requirements are met and the physical well-being of all is protected. The high quality of pastoral care was recognised at the time of the previous inspection and remains a major factor in the way in which the school looks after its pupils and meets their varying needs. The school successfully makes pupils feel valued. It takes especial care to ensure that all pupils are treated equally, and given proper support appropriate to individual need whatever their background or personal circumstances. There is provision for everyone to take part in all activities organised by the school. The welfare support provided for the pupils is underpinned by prompt and regular communication with parents when necessary, who in turn report that the school is caring and supportive.
26. The very effective liaison that has been established with the feeder infant school and a carefully planned induction programme help new pupils to settle quickly and happily into school routines. Appropriate arrangements are in place to make the transfer to secondary school trouble free.
27. Pupils' views are respected and taken notice of. The way in which individual pupils can have a voice in the way the school runs, through a contribution to their class council and, hence, to the school council and school management is very effective. Councillors take their responsibilities seriously, recognising the opportunity they have 'to help plan how the school should work'. They find nothing of significance that they would change, although one suggested to inspectors that the headteacher should have a bigger office, an interesting comment, reflecting consideration for others.

28. Legal requirements regarding child protection are fully met. The headteacher is the designated member of staff. He has received recent training and works closely with staff to ensure that they are fully aware of their role and responsibilities, which they fulfil conscientiously.
29. Teachers and support staff know their pupils well, due to effective liaison between year groups. All staff respond sensitively and positively to individual needs. Teaching assistants are conscientious in fulfilling their role in support of the teachers and there is good supervisory support during lunchtimes that has a positive effect on behaviour and safety. First-aid arrangements are very good and the school's procedures for dealing with minor accidents are very well organised.
30. There are good arrangements for ensuring that the pupils, whatever their needs, are readily able to get well-informed support, advice and guidance from teachers and other adults in the school to help them achieve their best. They build upon teachers' knowledge of individual needs. Pupils have good access to teachers and the quality of relationships provides a climate where they can readily seek help, knowing that they will be listened to sensitively and with respect. Through formal, and more particularly, informal exchanges of information between teachers and support staff, including teacher records and summaries in the pupils' annual reports, there is good recognition of how well pupils are doing and what support is appropriate. As a result pupils grow in self-confidence, ready to move forward as responsible members of the wider community.

### **Partnership with parents, other schools and the community**

The school's links with parents and with other schools are good. Those with the community are satisfactory. Together these links support pupils' learning well.

### **Main strengths and weaknesses**

- Good information, with some very good features, is provided for parents.
- Parents are supportive of what the school is doing. They think it is a good one that listens to their views and acts on them.
- There are very good links with the feeder infant school.
- Parents are comfortable approaching the school.
- The Parents' Group, led by a committed few, contributes significantly to the work of the school.

### **Commentary**

31. Parents have positive views about the school. They feel that the school is a good one that works closely with them. They have few concerns about what the school provides for their children. The school is popular amongst parents and in the community. Parents appreciate the help given to ensure a smooth start to school life for their children and the guidance they are given about how they can support the work of the school at home.
32. The school's partnership with its parents has remained good since the previous inspection, despite some considerable disruption in its staffing arrangements that could have caused parental concern if not handled properly. Since his appointment, the headteacher has worked hard to reach out to parents to encourage them to be involved in the work of the school and to let them know what is happening and how well their children are getting on. He values their views.
33. Parents and other helpers are always made welcome, whether visiting the school seeking information and guidance, or offering to help in its day to day activities. There is a supportive 'Parents' Group', run by a small but very committed committee, that fosters relationships between home and school by organising a variety of activities. These provide opportunities for parents, staff and pupils to socialise as well as raising funds that have provided many 'extras' for the pupils to enjoy.
34. Parents are provided with good information. There are regular newsletters and the school prospectus is a good document that contains all the information it should, presented in a user-

friendly way. The governors' annual report to parents suffers somewhat by comparison. Although it meets statutory requirements it is a brief document that misses opportunities to properly celebrate the school's successes.

35. Parents are informed of their child's progress at formal parents' evenings throughout the year and, annually, through a written report, which parents like. Parents are presented with reports that give them a good view of what their children know and can do, although some subject reporting is quite brief. Particularly good features are the way in which parents are given information about how attainment matches that expected and the judgements given on behaviour and work habits. There is good use of a general section with well focused and objective comment, and indications of areas for development, both academically and personally, that is clearly the result of teachers taking the time and trouble to make these reports truly individual. Overall there is no reason for parents to feel ill informed about any aspect of their child's or the school's activities and achievements, providing they take advantage of the opportunities presented to them.
36. There is a constructive relationship with other schools, with particularly effective liaison with the feeder infant school. Both headteachers see many benefits from the opportunity to share experiences and best practice. Links with the secondary school are developing well. The school's links with the local and wider community are satisfactory. There are visitors and visits that enhance the curriculum provision for the pupils and widen their experience of the wider world, particularly at the top of the school. The links with a local commercial organisation that involves their staff coming into school to hear pupils read is a very positive development.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The governance of the school is also good.

### **Main strengths and weaknesses**

- The headteacher has a clear vision for the school and is focused on improvement.
- Governors are fully involved and informed, with a good awareness of the school's strengths and weaknesses.
- Management overall is smooth and effective.
- The leaders in the school are very good role models for other staff and pupils.
- Performance data is closely monitored and action taken as a result.
- The monitoring of teaching and learning has not identified the current weaknesses.
- Finances are managed well and used effectively to support pupils' education.

### **Commentary**

37. The headteacher, governors and all staff, both teaching and non-teaching, identify strongly with the school, work hard and are committed to its success. The result is a sturdy shared ethos in which both parents and pupils are valued partners. There is a determination to provide good academic standards, but there is also a proper and laudable focus on providing the broader aspects of schooling, some less tangible, which deliver a sound curriculum.
38. The headteacher has been in post for less than a year, during which time he has been faced with considerable challenges related to staffing. He has dealt with these effectively while still maintaining a positive ethos; in this, he has been well supported by both governors and staff. He has a clear vision for the school, is aware that standards are not as high as they might be and has set clear targets for improvement. There is evidence of effective leadership in the raising of standards in English, and a clear emphasis in development planning on giving a similar focus to mathematics and science. The need to raise achievement for higher-attaining pupils is also recognised and included in the planning. The headteacher's monitoring of teaching and learning has been less effective in isolating the aspects in need of improvement, however, this has been made more difficult by staff absence and change and the employment of temporary teachers.



39. The school is managed well. Non-teaching staff are clear about their roles and need little direction. Administrative staff work smoothly and efficiently, and parents find them approachable and helpful. The headteacher has involved co-ordinators responsible for the core subjects in analysing performance data in some depth, which is beginning to pay dividends, despite being at an early stage. Targets for staff development relate to teachers' performance and are linked closely to both school improvement, overall, and pupils' achievement within individual classes.
40. The governing body is both well informed and very supportive. There is a close involvement with the school and the headteacher, through e-mail as well as personal contact. They are aware of the key issues from the previous inspection and of the various ways these have been tackled. They develop a view of standards through documentation, but also by sampling books and talking to class teachers. They are involved in the construction of the school development plan, relating important issues to the analysis of results, and reviewing its progress. As well as setting appropriate performance targets for the headteacher, they are aware of how the targets for other staff are linked into development planning. The governing body ensures all statutory requirements are met.
41. The management of special educational needs is good. The co-ordinator is well organised and up to date in her professional development. She has established effective procedures, in particular ensuring that, as far as possible pupils are supported in the classroom. Support staff are effectively deployed and there is good evidence of teamwork throughout the school. The school is committed to providing equal opportunities for all its pupils, including those who use English as an additional language.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	414,998	Balance from previous year	39,452
Total expenditure	424,633	Balance carried forward to the next	29,817
Expenditure per pupil	2,483		

42. Financial management is good. The school has effective procedures for ensuring that the financial resources available to it, which are much greater than when inspected previously, and are now somewhat higher than those available to similar schools nationally, are planned appropriately to support pupils' learning. No evidence was seen of any expenditure that was not being used effectively to raise standards. Governors play an appropriate role in financial management. They meet their statutory duty to agree and regularly monitor the school's budget. There is a clear cycle of financial planning linked to the school's improvement plan. The school's overall administration arrangements and the day-to-day control of its finances are good. The conscientious school secretary performs her duties in a quiet, unobtrusive, but very efficient way. She contributes significantly to the smooth running of the school. Prudent contingency planning recognises the possible dangers of fluctuating pupil numbers. It includes an awareness of how best to plan and use the recently high levels of financial reserves. It enables the school to focus on raising pupils' attainment and progress by giving attention to maintaining staffing levels, improving learning resource provision and raising the quality of the physical environment.
43. The use of the funds that the school receives to support pupils with special academic and other needs is good. The school contributes from its own funds to supplement these specific grants to ensure that there is effective support to address special learning or language needs. The investment made in providing this support from the school's own resources is a positive feature of its financial planning.
44. Governors and school staff have a good understanding of the principles of best value, in particular the need to understand how the school is performing compared with local and national expectations and the need to challenge what is going on in the school in a constructive way. There is a good awareness of the need to apply best value principles when deciding how

to make use of the financial resources available, to balance the needs of staffing, accommodation and resource provision, which results in well directed decisions.

# PART C: THE QUALITY OF EDUCATION IN SUBJECTS

## SUBJECTS IN KEY STAGE 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Teaching is good in the upper school.
- Clear targets are set to encourage pupils to improve their writing.
- Guided reading is taught well.
- Marking is helpful and informative.
- Pupils with special educational needs receive good support in lessons, as do those who use English as an additional language.
- There are few planned opportunities for pupils to write at length in different subjects.
- The subject has been monitored well and pupils' performance data, particularly in writing, is analysed well, and used effectively to raise standards.

#### Commentary

45. Currently, standards in Year 6 in speaking and listening, and reading and writing are average. In the national tests in 2003 pupils exceeded these, attaining above-average standards when compared with schools nationally, and well above average standards when compared with similar schools, which are those whose pupils attained similarly at the end of Year 2. These results were considerably better than the school expected, and much better than those achieved in mathematics and science. The pupils currently in Year 6 are on course to achieve average standards by the end of the year.
46. Reading is taught systematically throughout the school, and good use is made of the 'guided reading' session each day. By Year 6, most pupils read confidently, discuss characters and plots and make predictions about how the book will develop. Most have good skills to use when selecting new books. The new library is being developed into an attractive area but, as yet, pupils do not have the skills to use it effectively for research. Many do however use the local public library to support their learning in other subjects. Home-school reading diaries are used well to encourage parents to support their children's reading. Lower-attaining pupils use good strategies to make sense of unfamiliar words.
47. All pupils, including readers of below average ability, show good knowledge of books. Pupils in Year 3 refer confidently and accurately to 'fiction' and 'non-fiction', and know how to use an index and a glossary. By Year 6 pupils can explain the techniques of 'skimming' and 'scanning' to find needed information when they are faced with a sea of print.
48. The presentation of pupils' written work is satisfactory, and the recently introduced marking policy and system for setting targets is working well. Comments are supportive and also provide a good level of detail on how to improve and this encourages good achievement. Pupils with special educational needs are supported well during literacy lessons by teaching assistants, and as a result they achieve well. The same applies to pupils who use English as an additional language. In both cases the school has made a considered financial investment which is showing a good return. Pupils from the wide range of ethnic groups make similar progress to their classmates.
49. Teachers give pupils opportunities to use their speaking and listening skills in lessons through whole-class and smaller group activities, but there is no planned programme to develop these skills. For instance, pupils tend to answer questions in class with a few words, often not in a sentence or with mixed tenses, and they are not generally encouraged to extend their thinking by developing their answers. Teachers do not always encourage pupils to speak with clear diction and pronunciation, or to use the grammatical structures of Standard English. This

under-development of speaking skills makes it harder to raise standards in pupils' written work. However, higher-attaining pupils in Year 6 speak confidently and articulately.

50. Teachers plan their lessons soundly following the national literacy strategy. Teaching in Years 5 and 6 is almost always good. Planning meets the needs of the different ability groups. In discussion pupils make their points well and with clarity, and they are encouraged to offer their opinions and contributions. Teachers' expectations of both the quality and quantity of work, which higher-attaining pupils can produce, are not always high enough in lessons, and, as a result, some pupils tended to 'coast'. A study of pupils' books also showed some evidence of this, in written work in all subjects. Teaching in English in Years 3 and 4 is satisfactory overall, although not all teachers were seen and one lesson was judged to be unsatisfactory. Although teachers' planning is similar, the methods and organisation used are not always structured sufficiently carefully to meet the learning needs of younger pupils. As a result, pupils become restless and lessons lose pace.
51. The co-ordinator is well organised and well informed. The analysis of data from pupils' work has contributed to the improvement in pupils' writing. This information has been used well to set group targets within classes, as well as individual, short-term achievable targets in writing that pupils understand and that help them to progress more rapidly towards the next level.

### **Language and literacy across the curriculum**

52. Pupils generally express themselves confidently and are able to respond to questions and offer opinions in different areas of the curriculum. Teachers have very good relationships with their pupils, which encourage the latter to speak out readily.
53. The school has recently targeted both reading and writing. There is a clear focus on the use of guided reading and writing sessions. The school is monitoring the effectiveness of these initiatives. Pupils' work in other subjects, however, indicates that there are missed opportunities to encourage pupils to write at length for a variety of purposes and audiences in a realistic context. This is the case, for example, in religious education and history, where more use could be made of different writing styles and techniques. At times, teachers accept work which does not represent pupils' capabilities; this is particularly true of higher-attaining pupils.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The 'setting' of pupils by ability is proving to be effective in raising standards.
- Teaching methods and organisation do not provide sufficiently well for some pupils, particularly in the lower school.
- There is insufficient challenge for more able pupils in lessons.
- Presentation and marking are good in Years 5 and 6.
- The analysis of test results is used well to identify and improve areas requiring improvement.

### **Commentary**

54. Standards are currently average in Year 6. Pupils' current work suggests that standards are on line to improve further by the end of Year 6, which would result in satisfactory achievement overall. The teaching of mathematics has received a good level of support and advice during the current year, with particular emphasis placed on increasing the proportion of pupils likely to achieve the higher level 5 in national tests. This, together with the National Numeracy Strategy and the setting of pupils for mathematics by ability, has resulted in improving standards generally. However, there is still insufficient challenge for the more able pupils. The recent focus on mathematical language is proving effective, where it is used appropriately.
55. The teaching of pupils by ability groups in Years 5 and 6 is well organised, with teaching methods meeting the needs of most pupils. Relationships are very good and pupils strive to do

well. However, at times there is insufficient and sometimes inappropriate challenge in lessons, particularly for the more able pupils in the upper school. This was reported at the time of the previous inspection, and still contributes to the under-achievement of some pupils, although a study of pupils' books indicates that the situation has improved recently. The presentation and marking in the upper school is very good, with many instances of pupils replying to their teachers' comments and encouraging remarks.

56. Teaching within sets in the lower school is barely satisfactory overall. When the teaching is well focused, the lesson is planned with a clear awareness of how pupils learn. Conversely, when teaching is unsatisfactory the methods used do not maintain pupils' attention throughout the lesson and resources are inappropriate and insufficient. Here the teaching is not based on accurate assessments to guide the daily planning and teachers lack the necessary subject expertise to build on what the pupils already know in a structured way. This results in inappropriate levels of work being taught and insufficient progress being made by the pupils. Pupils with special educational needs, and those for whom English is an additional language, are supported equally well by staff and, consequently, make good progress.
57. Mathematics is led satisfactorily. There is a clear action plan for improvement and targets and assessment procedures are soon to be implemented. The national test results are analysed to identify areas requiring attention and the tracking of pupils' achievements is being used effectively to focus on raising standards.

### **Mathematics across the curriculum**

58. Although the National Numeracy Strategy has been implemented satisfactorily in mathematics lessons, it has not been planned into other subjects systematically. Mathematical skills are occasionally used in science when data is presented in the form of graphs or charts and pupils have used calculations to construct spreadsheets in information and communication technology during the previous year. Consistent planning of these opportunities would ensure that pupils are encouraged to apply their skills in a realistic and meaningful context.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils with special educational needs and for those who use English as an additional language achieve well.
- Improvements in teachers' planning provide well for continuity and progression.
- Good quality marking, presentation and achievement targets, particularly in Years 5 and 6, support the assessment of pupils.
- Teaching methods, strategies and organisation used in lessons do not sufficiently increase pupils' knowledge and understanding, particularly in the lower school.
- There is insufficient challenge in lessons for higher-attaining pupils.
- Information and communication technology is not used sufficiently to support teaching and learning in science.
- Good analysis of test results is used to identify areas of development.
- Older pupils have limited knowledge of early levels in science.

### **Commentary**

59. Standards in Year 6 are average. Pupils' current work shows achievement to be satisfactory and that standards are on track to improve by the end of Year 6 in relation to the results in 2003, when standards were well below average. Pupils with special educational needs achieve well due to work which is appropriately demanding. Those for whom English is an additional language also achieve well, because the support they are given is carefully structured. Targets for pupils' achievement are challenging but the school is hopeful that these will be reached in tests in 2004. Although in the early stages of planning and organisation there is now more

emphasis on investigation and experimentation in lessons and the curriculum throughout the school is now planned to build pupils' scientific knowledge and experiences. In talking to pupils, it is clear that because the early stages in science have not been sufficiently structured in previous years, there are some gaps in pupils' basic knowledge and understanding. The school is aware of this and intends to revisit aspects such 'materials and their properties'.

60. Teaching overall is satisfactory. However, the organisation of different groups of pupils and the methods of teaching do not always meet pupils' needs sufficiently well. For example in the lower school, although ideas and the use of scientific vocabulary are good, the way in which the scientific knowledge is taught is not always appropriate to stimulate and motivate pupils. During teacher led explanations many pupils lose attention and consequently do not learn enough in the lesson. This is particularly true of higher-attaining pupils, who are anxious to take an active part of the investigation process. Similarly, the organisation and methods for teaching older pupils in the upper school, while they are given opportunities to investigate and have a clear idea of a 'fair test', does not always provide for their individual needs. Although higher-attaining pupils are capable of planning, discussing, selecting their own resources and producing results from an investigation, they are given insufficient opportunities to rise to the challenge. Sessions which sum up learning at the end of a lesson are, on occasions, not seen or heard by all pupils because of the way rooms are organised. As a result some pupils miss a vital part of the lesson.
61. The quality of teachers' marking and presentation is significantly better in the upper school, where comments endeavour to extend pupils' learning and the expectation of good presentation is clear in all books. The day-to-day recording of pupils' achievement and progress in science is in the early stages of development. Older pupils record their personal achievements on a star progress sheet, but this method of recording is under review. The school has acknowledged that the tracking of pupils' progress is a priority in terms of raising standards for all groups of pupils.
62. There are insufficient opportunities for pupils to record their results using information and communication technology, and links to numeracy are not explicit.
63. The co-ordinator provides satisfactory leadership and has completed a thorough analysis of the 2003 test results in order to improve the standards in science throughout the school. She is forward thinking and open to ideas for development. Her comprehensive action plan demonstrates an obvious drive to achieve the high targets set for 2004.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- Standards have improved since the last inspection and are now average.
- Pupils' recent achievement is good.
- Teaching is good.

### **Commentary**

64. The standards being achieved in information and communication technology were an issue at the last inspection, however, these have improved and pupils are now reaching average standards. Teaching is good. In the two lessons seen, both of which were part of an introduction to databases for pupils in Year 3 and 4, teachers' planning was thorough and built carefully on pupils' prior experience, using resources and activities which were designed well to extend pupils' knowledge and understanding. There was a good focus on technical language, such as *field*, *file* and *record*, and these terms were used confidently by both pupils and teachers. The secure subject knowledge of both teachers meant that occasional problems encountered by some pupils were quickly remedied. There was lots of interaction, with questions, such as 'Why?' 'What do you think?' 'How could we?' This approach led pupils to

think about what they were learning. Pupils worked well together in pairs, taking turns and exchanging ideas.

65. Pupils in Year 6 discussed their work in the information and communication technology suite. They quickly downloaded their own files and were able to find and explain their work so far this year. This included a multi-media presentation about themselves and a newspaper article with imported pictures. Pupils have good skills and are very confident users of technology. They use the Internet for research in other subjects, such as history. There are, however, gaps in their experience, for instance, they have not used e-mail in school, which indicates that the improvement in standards is recent.

### **Information and communication technology across the curriculum**

66. Lessons in the information and communication technology suite build on the curriculum taught in other subjects, for example in English and history. In Year 6, pupils use programs to support mathematics, such as exploring different types of graphs. However, information and communication technology is not used in science, and, apart from in English, there is no evidence of information and communication technology in pupils' books. There is, as yet, no overall planning to ensure that the skills pupils acquire are consolidated through appropriate and meaningful tasks in other subjects of the curriculum.

### **HUMANITIES**

As **geography** and **history** were not a focus for the inspection, no lessons were seen and, therefore, no substantive judgements can be made about provision. However, work was sampled in both subjects and there were discussions with higher-attaining pupils in Year 6.

67. **Geography** is not being studied by pupils in Years 5 and 6 this term. In discussion, pupils were able to discuss work they had done previously on a local transport project and a study of mountains. There is evidence of independent learning and the use of information and communication technology as a resource, for example, when pupils chose a mountain range about which they had to write a report.
68. Work in geography by pupils Years 3 and 4 is very limited. Pupils compare life in the village of Stanton-in-the-Peak with Chembakolli in India. They make other comparisons, such as life in a city and life in a village, or shops in Stanton and shops in Beeston, but none of the writing is about Chembakolli. The only evidence of pupils finding out what life is like in India is a homework sheet, but not all pupils do this. In one class, the work in the books consisted of two printed maps, one of India and one of the Peak district, the pupils' contribution being to colour in the motorways on the latter.
69. **In history**, pupils' work in Years 3 and 4 is inconsistent. Pupils in one class only complete work-sheets, limiting their response. In the other classes, pupils do produce original writing and drawing, but some work is unfinished. In Years 5 and 6, pupils have studied Ancient Egypt. Again, there are numerous work-sheets, some of which require very little input from the pupils. All key areas are covered, but pupils' responses do not suggest they found learning very exciting. A piece of good detailed writing, about what life was like in a nobleman's house, showed what pupils can do, however, standards of presentation are low overall.
70. In discussion, Year 6 pupils show a sound basic knowledge of the periods they have studied, and can put them in chronological order. They are less sure about concepts such as the relative reliability of evidence from different sources. They have used both books and information and communication technology to research the periods they study. The visits they make to support their studies, for example to a Tudor house and Newstead Abbey, work well as pupils talk about them with interest and understanding.

**Religious education** is taught in all classes, but the organisation of the school's timetable meant it was not possible to see any teaching during the course of the inspection, and, therefore, no judgement can be made concerning provision. Work was sampled, planning was seen and there was discussion with both the co-ordinator and pupils in Year 6.

71. Pupils cover all aspects of the religious education curriculum over time. A new locally agreed syllabus has just been introduced and the school is about to revise its planning. Pupils in Year 6 have looked at different religions and their customs and have a fair degree of factual knowledge. There is less evidence of them being encouraged to compare religions, to see what they have in common. There are opportunities for them to make personal responses, and some of the better work follows first-hand experience, as when a Buddhist visited the school to talk to them. The work in Year 5 and 6 books shows sound understanding.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

Provision in art and design is **satisfactory**.

#### **Main strengths and weaknesses**

- A structured and effective programme of work has been introduced recently.
  - There is a good focus on creativity in lessons in Years 5 and 6.
  - Skills have not been built systematically through the school, resulting in gaps in knowledge.
72. Art and design was identified as an area requiring improvement in the previous report. Pupils make sound progression in their skills and knowledge and standards are now satisfactory.
73. In the two lessons seen, in Years 5 and 6, which were similarly planned, teaching was very good in one and good in the other. A wide range of media was offered for pupils to make choices in the techniques and materials used. Creativity was encouraged very well, and all pupils tried very hard to interpret examples of 'movement'. Good examples of the work of well-known artists successfully promoted good observational skills. Pupils with special educational needs and those who use English as an additional language made the same progress as their classmates because the lessons' intentions were carefully explained and pupils were encouraged to do their best. In the very good lesson the teaching reflected the teacher's sensitivity to the needs of all the pupils.
74. Sketch books are used well in the upper school, but there is little evidence in pupils' books, generally, that skills are built on over time throughout the school, despite the wide range of work seen in displays. In discussion, older pupils confidently discuss recent art projects in terms of famous artists and 'movement' in art but there are gaps in their basic skills and knowledge. This is because systematic planning in art and design has only recently been established.
75. The co-ordinator has established a new scheme of work, in which skills and knowledge are now being developed systematically so that pupils can build on what they already know. There is no formal assessment in art. Management is satisfactory, as the recently appointed co-ordinator is already taking effective steps to improve teaching and learning. The recent art club and 'art day' proved to be very popular and pupils are proud of their work on display, which is to a good standard. An effective action plan includes the use of information and communication technology in art, and lists web sites where art resources can be accessed.

**Design and technology, music, and physical education** were not a focus of this inspection, and no substantive judgements can be made about provision, however, in **music**, pupils' work was sampled and there were discussions with higher-attaining pupils in Year 6. No lessons or pupils' work were seen in **design and technology** and **physical education**.



76. In **music**, part of one lesson was observed in Year 4, but there was insufficient time to make a judgement on teaching. Pupils were heard singing in assembly, and in the classroom, and a discussion was held with pupils in Year 6. In discussion, it was clear that, although pupils are very keen to take part in the choir, there are few other opportunities to develop an interest or any expertise in music. There are no visiting musicians to enable pupils to learn a musical instrument, nor are there recorder groups in school. In the lesson seen, some pupils were unable to maintain a rhythm and the tasks set were too complex for all pupils to be successful. There is no musician on the staff to support and guide the programme of work in music and the co-ordinator holds a part-time post. Music has a low profile in the school.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

77. There was not enough evidence to report on this area in depth, but one lesson in Year 3, which was 'circle time'<sup>3</sup>, was observed. The teaching was satisfactory, as were pupils' learning and achievement. Assemblies seen during the inspection also made a satisfactory contribution to this curriculum area. The positive effect can be seen in the mature and sensible attitudes of the great majority of pupils, and the way in which class and school councils operate. The school has an appropriate policy covering sex education, relationships, and the misuse of drugs.

---

<sup>3</sup> 'Circle time' is a session provided for pupils to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*