

INSPECTION REPORT

THE GRANGE PRIMARY SCHOOL

Long Eaton

LEA area: Derbyshire

Unique reference number: 112584

Headteacher: Mr. Richard Gerver

Lead inspector: Dr. Alan Jarvis

Dates of inspection: 17th – 20th May 2004

Inspection number: 256242

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 -11
Gender of pupils:	Mixed
Number on roll;	398
School address:	Station Road Long Eaton Derbyshire
Postcode:	NG10 2DU
Telephone number:	0115 9734956
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Martin Way
Date of previous inspection:	23 rd – 26 th March 1998

CHARACTERISTICS OF THE SCHOOL

The Grange primary school is much bigger than most primary schools. Overall the socio-economic profile of the local area is a little higher than normal. The percentage of pupils claiming free school meals is below the national average. Standards of attainment on entry are average. The majority of pupils are from a white British background. Around two per cent of pupils are from families from an ethnic minority background, which is very low. All pupils speak English as their first language. Approximately six per cent of pupils have a special educational need, which is below average. Most of these have needs such as moderate or severe learning difficulties, emotional or behavioral needs or speech difficulties which can be tackled with in-class support. Two pupils have a statement of special educational needs, which is below average. The percentage of pupils joining or leaving the school other than at the normal time is average. In recent years the school has been awarded the Basic Skills Mark. In addition, it has been granted a substantial amount of money from the Department for Education and Skills to develop an innovative curriculum through the "Grangeton" project. It has recently been validated as an Investor in People school, which means it values and develops its staff and adult community well.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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4381	Dr. Rashida Sharif	Team inspector	English Religious education Art and design Special Educational Needs English as an additional language
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The Grange Primary School is an **effective** and rapidly improving school with a number of very good features. All groups of pupils achieve well in most subjects because of much good and very good teaching which is supported by pupils' very good attitudes to learning. The school is well led and managed with an innovative approach from the headteacher. Effective support from his staff is ensuring continual improvement. It provides very good value for money.

The school's main strengths and weaknesses are:

- The headteacher has brought a sea change to the performance and ethos of the school and many of the building blocks are in place to ensure it becomes a top-notch school.
- Standards are above average in English and mathematics where they are approaching very high standards, but those in science are not as high as they ought to be.
- Children quickly develop very good attitudes to their learning in the Foundation Stage and by the time they leave the school the majority are extremely confident and self-assured.
- Pupils' spiritual, moral, social and cultural education is much improved and is very good.
- An effective senior management team does much to drive the work of the school forward with financial management and pastoral development being very good.
- The substantial proportion of new staff who have been recently appointed have been inducted very well into the school and consequently playing a full part in improvements.
- Governors do too little to formulate and monitor the school development plan and find out for themselves at first hand how well this is being implemented.
- There are very good procedures for evaluating and tracking pupils' progress in English and mathematics but marking in many subjects is weak.

Overall the school has made a good improvement to its effectiveness since the last inspection. However, this has not been an even journey. Between 1998 and 2001 the results at the end of Year 6 indicate that the school was seriously under-performing. Since then, rapid improvements have been made under the leadership of the current headteacher. Standards have risen well, particularly in English and mathematics, although this has not been as marked in science. Weaknesses in teaching and standards in design and technology and information and communication technology (ICT) have been rectified, and there is now no unsatisfactory teaching. Pupils' attitudes to the school, levels of attendance and their personal development are very much improved. However, the monitoring work of the governing body has seen little development.

STANDARDS ACHIEVED

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

*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.*

Achievement is good overall. Pupils do well in the nursery and reception classes in most areas of learning. They do very well in their personal, social and emotional development. However, their achievement in their physical and creative development is satisfactory because the curriculum in these areas is less emphasised. By the end of Year 2 standards are above average in English and mathematics and average in science and ICT. In the current Year 6 standards are above average in

English and mathematics but are approaching well above average levels. Standards are average in science and achievement is satisfactory. They are not as high as they ought to be because not enough time is allocated to the subject, insufficient emphasis is given to scientific enquiry and developments are not managed well enough. Standards in ICT are average but pupils are achieving well and making up the ground lost when provision was not as good. Boys and girls, those with special educational needs or a special talent, and the small number from minority ethnic backgrounds achieve equally well.

Pupils' personal qualities, including their attitudes, behaviour and spiritual, moral social and cultural development, are very good. Attendance is well above average and pupils are punctual.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching is good with much very good teaching in the nursery and Years 2 and 6. Some satisfactory teaching in a minority of classes limits the generally good gains made in pupils' learning. The high expectations teachers build into challenging activities helps to fire pupils' enthusiasm for learning. In English and mathematics pupils' work is effectively assessed and progress is tracked very well. In other subjects, whilst the information collected gives teachers a broad idea of how well pupils are doing it is not used as well to chart progress, help pupils assess their own work or pinpoint areas for improvement.

An effective curriculum meets the needs of all pupils. It is supported very well by the innovative "Grangeton" project. This enables pupils to learn through running a mini community in the school with features such as a shop, museum, radio station and a French language café. Already this is having a very strong impact on pupils' motivation, very positive attitudes to school and their good achievement, even before it is offered to all pupils one afternoon a week from September 2004. A wide range of visits, sporting and artistic activities also enrich the curriculum. Provision for pupils with special educational needs is good. Additional, very good features include wide ranging accommodation, levels of care, and links with parents, the community and other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher's very good leadership, effectively supported by other key staff, provides vision and a clear sense of direction to the school's work. Together, they have ensured that a very good climate for learning exists. All pupils are included very well and encouraged to do their very best. The work of the supportive governing body is satisfactory and businesslike. Improvements in the last eighteen months have strengthened its committee work and terms of reference. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are highly satisfied with the school and the job it is doing. **Pupils** love coming to school and talk enthusiastically about the many exciting experiences on offer, tackling these with eagerness, excitement and confidence.

IMPROVEMENTS NEEDED

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

- Improve standards and achievement in science to the level in English and mathematics.
- Strengthen the monitoring work of the governing body and their involvement in the formulation and tracking of how well developments are proceeding.
- Fully implement the school's marking policy and strengthen the use of assessment in all subjects to ensure they help pupils raise their standards further.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils reach above average standards by the end of Year 6, from broadly average standards on entry. Boys and girls, those with special educational needs or a special talent, and the small number from minority ethnic backgrounds achieve equally well.

Main strengths and weaknesses

- Standards are approaching well above average levels in English and mathematics.
- Standards have risen in science, but whilst average in the current Year 6 they should be higher.
- Children get off to a flying start in most areas of learning in the Foundation Stage.
- Standards have been rising much faster than the national trend in Years 3 to 6.
- Pupils with special educational needs achieve well because of the good support they receive.

Commentary

1. Achievement is a measure of how well pupils are doing, taking into account their progress and capability. The key reasons why achievement is good and rising are that:
 - children see that learning is important, but also can be fun, through the high expectations and relationships that exist that fulfil the school's motto of "living, learning and laughing";
 - the very good ethos which has been established encourages high attendance and fosters very good attitudes to learning;
 - teaching is good in most subjects with much very good teaching evident, particularly in the nursery and Years 2 and 6;
 - there is a good curriculum which gives due emphasis to English and mathematics and enables most subjects of the National Curriculum to be delivered well, and;
 - very good enrichment of the curriculum through the "Grangeton" project and many extra curriculum opportunities cultivate learning well beyond the normal school day.
2. Children achieve well in the Foundation Stage because of the good teaching and good planning of most areas of the curriculum. Achievement is better in the nursery than the reception. The reason for this is that the teacher is more experienced and is able to challenge and monitor the learning of individual pupils more closely. The very strong emphasis given to children's personal, social and emotional development in all classes pays off and consequently children do very well in this area and standards far exceed the goals expected. The well tuned curriculum with its emphasis on learning through play both in the classrooms and outside results in the children achieving well in their development of reading, writing, speaking, mathematics and knowledge and understanding of the world. In contrast, the curriculum in physical and creative development, although planned satisfactorily, has not yet been strengthened as in other areas and so most children are likely to meet the goals expected in these two areas of learning.
3. Although pupils are achieving satisfactorily in science they not achieving as well as they ought to in Years 1 to 6. Standards have improved to an average level at the end of Years 2 and 6 but the rise is not as marked as in English and mathematics. Several important factors are contributing to this. Firstly, insufficient time is allocated overall and the time allocated in different classes varies unduly. Secondly, although a good emphasis is given to pupils learning key scientific facts and ideas not enough time is provided for the year by year development of the skills of scientific enquiry. Finally, the management of the subject is unsatisfactory as the part-time co-ordinator, although following her brief, does not have the time to pursue and see through the developments that are needed to improve standards.

The tables shown in this section give average point scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term. So, if a school's points are one point above the national, their pupils are, typically, a term ahead.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.3 (16.2)	15.9 (15.8)
Writing	14.7 (14.5)	14.8 (14.4)
Mathematics	17.5 (17.0)	16.4 (16.5)

There were 51 pupils in the year group. Figures in brackets are for the previous year.

- Standards at the end of Year 2 have been rising in line with the national trend. Last year they were above the national average overall because of a very strong performance in mathematics. Pupils have generally done as well or a little better than their peers both nationally and in similar schools in reading and writing. Girls have generally outperformed boys in reading and writing but boys have done better than the girls in mathematics.
- The above average standards seen in the current Year 2 show some further improvement. Both boys and girls are doing well in reading and writing because of good teaching and learning. Standards in both are above average. Standards in mathematics are not as high as last year with a different set of pupils and are above average. However, they remain strong because of the good teaching overall and the predominantly very good teaching in Year 2.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.55 27.7 (25.7)	27.5 26.8 (27.0)
Mathematics	27.6 (27.8)	26.8 (26.7)
Science	28.3 (27.7)	28.6 (28.3)

There were 53 pupils in the year group. Figures in brackets are for the previous year.

- Standards have risen rapidly since the arrival of the current headteacher and several good staffing appointments. In the 2003 tests, standards were above average in both English and mathematics whilst they were well below average two years ago. Standards were depressed by a weaker performance in science where they were below average although these too had risen from a lower level. Standards in English and mathematics in the current Year 6 are above average but improvement continues.
- Standards in information and communication technology (ICT) are improving because of better facilities and teaching, and many opportunities for pupils to develop and use their skills. They are now average at the end of Years 2 and 6 but rising as pupils make up the ground lost when provision was not as good as it is now. Achievement is good.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities, including their attitudes, behaviour and spiritual, moral social and cultural development, are very good. Attendance is well above average and pupils are punctual to school.

Main strengths and weaknesses

- Behaviour in lessons, at play, lunch and moving around school is very good.
- Pupils are very keen to come to school, are keen to work hard and many extend their learning beyond the normal school day.
- Attendance is very good because the school works hard to chase up any absences and parents ensure their children attend regularly.
- Pupils' spiritual, moral, social and cultural development has improved significantly.

Commentary

8. At playtimes and lunchtimes the behaviour of pupils is lively and full of energy, enthusiasm and freedom. The school uses the three playgrounds to separate the age groups of pupils which minimises any potential for problems. Use of equipment is characterised by taking turns to use it - without fooling around or much teacher control being needed. Pupils move quietly and safely around school with a small amount of friendly discussion. During lessons they are even more controlled so that teachers can concentrate on teaching in the good learning atmosphere. Even then there is an underlying energy about them. No evidence of bad behaviour, bullying, or harassment was seen. Pupils themselves say that if unkindness occurs it is tackled immediately. There have been no exclusions in the last two years.
9. Pupils concentrate well in lessons and apply themselves very well to learning from the nursery through to Year 6. They are keen to participate and be involved and are excited when they complete tasks. They ask questions readily and are enthusiastic. They listen and contribute well and are attentive. They co-operate well together and work hard individually. The pupils' enthusiasm for their learning is supported by parents ensuring their children attend school very regularly. The many extra activities after school and at lunch time are well attended by pupils of all ages. As one older girl said, "we didn't used to like school but now we love all the activities on offer".

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.6
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

10. Attendance was above average last year and has since improved. Very few pupils arrive late to school and lessons start promptly. If a pupil is absent the school tries to telephone their parent or carer to determine what is wrong. They also send text messages, recognising that this technology may be more appealing and successful.
11. Even from an early age children in the nursery and reception take full responsibility for themselves and their actions and develop independence in their thought and activities. The "Grangeton" project and visits to places of interest such as the Houses of Parliament provide pupils with a broad range of opportunities to develop their social skills and learn about how the world works and the contribution different people make to this. Whilst there are few pupils from ethnic minorities in the school, staff counteract this very well by planning many opportunities for pupils to learn about other cultures, beliefs and life in multicultural Britain. Very strong themes in daily assemblies and sensitive discussion in class of a wide range of issues ensure that pupils are aware of their actions might have on others. Consequently the pupils have a very strong sense of what is right or wrong, with the older children helping as "buddies" to support others in the playground and act in a kindly way.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching, learning and the curriculum have all improved since the last inspection and are now good. Assessment is satisfactory overall. Very good features include very effective enrichment of the curriculum, wide ranging accommodation and very good care, links with parents and partnerships with the community and other schools.

Teaching and learning

The quality of teaching and learning is good overall and, as a result, most pupils achieve well. The quality of assessment of pupils' work is satisfactory overall but good in English and mathematics.

Main strengths and weaknesses

- Day-to-day marking of pupils' work does little to ensure that pupils receive well focused comments that help them see how to improve.
- Teachers have high expectations for pupils and offer a wide range of challenging and imaginative experiences that fire pupils' enthusiasm for learning.
- Many opportunities are offered for learning outside the normal school day.
- High numbers of teaching assistants and other adults are deployed and used well and help promote good learning and achievement.
- Assessment is used well in the Foundation Stage, English and mathematics to track how well pupils are doing and plan challenging work.

Commentary

12. Teaching is much improved since the last inspection as a result of some very good teaching appointments and systematic monitoring of teaching which focuses on improvement. There is now a significant amount of very good teaching, while no unsatisfactory teaching was observed, unlike during the previous inspection. The good teaching and learning overall, and the high proportion of very good teaching, particularly in the nursery and Years 2 and 6, are the main reasons for the good achievement and rapid rise in standards. In some classes teaching is satisfactory as it lacks the pace and challenge of the better teaching.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13 (31%)	19 (45%)	10 (24%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. Good learning was seen in some of the wide ranging extra curricular activities on offer. For example, older pupils were really stimulated to learn and fully engaged in learning a dance routine for the forthcoming production of "Grease". Infant children were fully involved in their fit and fun club, developing their themes of balance and co-ordination. Year 5 and 6 pupils independently produced a radio show at lunchtime which was broadcast over the school's computerised public address system.
14. Teachers and senior managers have devised a learning profile policy. This sets out for teachers the strategies and learning styles to be promoted in each year group. This encourages teachers to use a wide range of interesting and challenging approaches which give pupils the opportunity to learn by experience, rather than simply being told. As a result of these approaches and of teachers' very high expectations, pupils have very positive attitudes towards their learning and are becoming independent learners. They have an improved zest for learning and an involvement in developing their own learning. However, despite this positive

investigative approach to teaching and learning, work involving investigation and problem-solving skills in science is not yet challenging enough.

15. A significant number of teaching assistants (TAs) and other adults support pupils effectively in classes. They are well informed about the needs of individual pupils and about the teacher's expectations of their own role in particular lessons. Pupils with statements of special educational needs and those on the register of special needs are well supported, as are pupils identified by the school's assessment procedures as being in need of additional support. The TAs also withdraw pupils from their normal lessons for targeted support in English and mathematics, running programmes such as Early Literacy Support and Springboard, and for booster lessons. Pupils make good gains in their learning in these sessions which contributes to their overall good achievement.
16. In the Foundation Stage information is collected regularly on all areas of learning. Teachers used this well to plan a well-pitched range of learning activities for all groups of pupils. Assessment in English and mathematics is good. Teachers assess pupils' work regularly against National Curriculum levels and there is a very thorough system for tracking pupils' progress in these subjects through the school and help teachers plan challenging work. Regular targets are set for pupils in these subjects and this information is shared with pupils and their parents. In other subjects, the information collected gives teachers a broad idea of pupils' performance. However, it is not used as well to chart progress, help pupils assess their own work or pinpoint areas for improvement
17. Marking is weak. The school has decided not to mark children's work with comments which help them to improve their work, choosing instead to implement a grading system for pupils' work. However, this system is not applied consistently in all classes and where it is applied, pupils do not always understand it. As a result, marking does little to help pupils improve.

The curriculum

There is a good curriculum. Very good opportunities are provided for enrichment, including extra-curricular activities in sports and the arts and through participation in the "Grangeton" project. Resources are good overall, and the accommodation provides very wide ranging facilities.

Main strengths and weaknesses

- The curriculum in English and mathematics is particularly well developed but not enough opportunities are provided for scientific enquiry in Years 1 to 6.
- The curriculum for the Foundation Stage is imaginatively planned and is well balanced.
- The "Grangeton" project is fostering an innovative approach to learning and pupils are enthused and fully engaged in the vision, which is rapidly becoming a reality.
- The curriculum is well supported by the very good accommodation, which enables the enrichment activities in particular to flourish.
- The high numbers of well trained teaching assistants are effectively managed and deployed.

Commentary

18. The good curriculum enables most pupils to achieve well in most subjects and areas of learning in the Foundation Stage. A daily act of collective worship is provided and a very good programme to develop pupils' personal, social, health and citizenship is in place. In the nursery and reception classes there is a very strong focus on learning through play and each area of learning is being systematically strengthened. The key areas of literacy, numeracy and ICT are emphasised well. Careful thought is given to ensuring the other subjects of the National Curriculum receive appropriate time allocations and these too contribute to the good range of curriculum experiences on offer. Weaknesses in the curriculum in design and technology and ICT, reported at the last inspection, have been fully addressed. The one weakness that has

emerged is in science, where not enough time is devoted to scientific enquiry through Years 1 to 6 and this limits pupils' achievement.

19. The curriculum in English and mathematics has been given a major focus. The approaches recommended by the national literacy and numeracy strategies have been effectively implemented. This has resulted in the curriculum progressively developing pupils' skills and knowledge and making the learning relevant to all groups of pupils. In English, good emphasis is given to developing communication skills both in writing and orally, which contributes to pupils' overall confidence. Mental methods of working and investigations also are prominent in mathematics, both of which contribute to the good and improving standards.
20. Social and educational inclusion is strongly fostered. Staff ensure that pupils with special needs are identified as soon as possible so that lessons can be modified to provide for their individual curricular needs. Booster sessions and some withdrawal sessions provide extra support for some pupils who need to achieve the next level. The TAs and other support staff, working in close liaison with the teachers, use their experience and skills well to meet the varying needs of individual pupils. The needs of the small number of gifted and talented pupils are met well through the "Thinking Club" which meets weekly to develop lateral thinking skills.
21. The "Grangeton" project, which this year is in a pilot stage and being driven by the headteacher, aims to make learning more relevant by creating "real life" learning opportunities within the school by setting up a mini-community. To date a TV studio, radio station, media suite, language cafe, library and museum are fully or partially operational. Currently pupils in Years 3 to 6 operate these facilities, mostly at lunchtime or after school. From September 2004, all pupils will have access to this curriculum for one afternoon per week. During the inspection it was extremely clear that this is successfully motivating pupils and enabling very high levels of independence and confidence in pupils' learning.
22. Almost two thirds of pupils take part in wide ranging sporting, musical and drama activities. Year 5 and 6 pupils attend an annual residential activity whilst those in Year 6 participate in the annual poetry week. A variety of visitors also come to the school. For example, staff from Asda deliver five sessions per year group on Fair Trade and reporters from BBC Radio Derby and the Derby Telegraph also help enrich curricular experiences.
23. Teachers are well qualified, trained and deployed. More TAs have been recently employed and more are planned for the future, making provision here very good. Working in conjunction with the teachers, the TAs ensure the needs of pupils with statements of special educational needs and others needing support are met very well. The sense of joint purpose that binds all staff together is a strong feature and a key factor in pupils' good achievement.
24. The range of specialist facilities is very much better than in most primary schools. For example, there is a dedicated gymnasium, a well stocked library and ample space outside for play and learning. Internally the accommodation has benefited from a large injection of funds through the "Grangeton" project. However, the age of the building means that it needs continual upkeep to bring it in line with modern standards, particularly in respect of the playgrounds, glazing and roof. A good maintenance programme is in place to address this. Good levels of resources in subjects enable the curriculum to operate efficiently and effectively.

Care, guidance and support

The school cares for its pupils very well. Pupils are provided with good quality support, advice and guidance. Staff take very good account of pupils' views and act on them when formulating developments.

Main strengths and weaknesses

- Pupils are very well cared for, which helps all groups of pupils to feel valued and included and play an active part in school life.
- Whilst pupils receive very good pastoral guidance and academic help in the Foundation Stage, English and mathematics, elsewhere weak marking limits the quality of advice given.
- By the time pupils leave the school the vast majority are extremely confident and self-assured.
- Pupils are extensively involved in influencing school developments.

Commentary

25. Very good personal care from teachers and other adults in the school ensures a happy, safe atmosphere in which pupils feel secure and which is conducive to their learning. They feel valued, encouraged to participate well in lessons and other activities and to “do their very best”. Parents are pleased with the individual care given to their children and pupils feel there are adults in school for them to go to if they need help. There are good systematic procedures for ensuring pupils work in a healthy and safe environment including child protection arrangements, safety training and regular checks and maintenance of equipment. The very good ethos and very strong emphasis given to pupils’ personal and social development ensure that pupils leave the school confident and very self-assured.
26. In the reception and nursery classes children and their parents have a taster session before they start school. This and other visits together with the very good information provided allow them to quickly settle in and feel at home. Teachers have a very good relationship with the pupils and because they know their personal needs very well. As a result, any problems are sorted out quickly. Very good links with the local secondary school helps provide a good transition to the next stage of education at age 11.
27. Academic progress is very well tracked in the Foundation Stage, English and mathematics. This gives pupils a clear idea of how well they are doing and how to improve, supporting their good achievement. However, the overall quality of guidance, although good, is limited by less robust information on their progress in other subjects and weak marking.
28. Pupils in the higher years show a maturity of self-assurance and confidence which comes from their involvement in the wide ranging opportunities provided by the school. The “Grangeton” project, for example, involves many contacts in very diverse community organisations from which pupils learn social skills as well as more academic information. As a result they work together maturely.
29. The school council, which represents all ages in the school, plays an active part in providing pupils the chance to contribute to decision making in the school. It has its own management structure and relates to other pupils through structured feedback during circle time and through class councils. In addition, the “Grangeton” project is managed by pupils from Year 6 rather than staff and they are currently “handing over” to Year 5 pupils for next year. Older children take turns in a rota system, acting as “buddies” for younger ones at play times looking out for pupils needing extra care.

Partnership with parents, other schools and the community

Partnership arrangements with parents, the community, and other schools and colleges are very good. These arrangements have a positive effect on pupils’ attendance and good achievement.

Main strengths and weaknesses

- Many local businesses and other organisations are actively involved in developing and supporting curriculum innovation.
- Parents are very well informed about the school and its activities and do their very best to support their children and ensure high attendance.
- Very good links with other schools ensure that transfer to the main local secondary school is very effective and is also enhancing the curriculum.

Commentary

30. The headteacher has played a key role in strengthening links with parents and the community, such as the local Education and Business Partnerships and the innovative “Grangeton” project. These have extended the ways in which pupils apply their learning in meaningful and practical ways. They meet subject experts, technicians, writers, managers and famous people who excite the pupils and provide a vision of opportunities for their ambitions and later lives. The opportunities help to reinforce the learning in lessons and in activities outside the normal school day.
31. The school’s web-site and half-termly newsletters provide considerable information about the work that pupils are doing as well as forthcoming clubs and trips and changes to arrangements of daily school life. Parents come to two meetings a year to discuss the progress of their children and there is a drop-in period during the summer term when more informal discussions take place. The school provides various courses for parents on topics such as mathematics, English and ICT, and these have been well attended. The very good support of parents, as well as the keen desire to learn which the school has fostered in pupils, ensures their very good attendance. In addition, the teachers and parents association works hard to raise funds and provides an effect link for communication between the school and parents.
32. A very good example of the way in which the links with the local secondary school help pupils is where Year 9 pupils from the local secondary school mentor pupils at the school and continue when they move up in Year 7. Teachers and pupils from the secondary school are helping the school to develop its language café and there are joint projects between the schools in art and design and technology and media work. The transfer of pupils to the local secondary school is handled thoroughly and sensitively with comprehensive information about pupils accompanying them, supported by joint marking of their work before the moves takes place by teachers from both schools.

LEADERSHIP AND MANAGEMENT

Leadership and management, including that of senior managers, are good overall, but the innovative leadership of the headteacher is very good. Special educational needs, the Foundation Stage and English, mathematics and ICT are all well led and managed and this supports pupils’ overall good achievement. Governance is satisfactory, as at the last inspection.

Main strengths and weaknesses

- The very good leadership of the headteacher has reversed the decline of the school and has brought a sea change to the performance and direction of the school.
- Leadership and management in science have been strengthened but are not strong enough to drive standards up.
- The lack of systematic development of the work of the governing body has meant that its work has seen little improvement since the last inspection.
- Very good financial management has enabled the governors to have good levels of contingency, invest in the school buildings and support staff and plan for the future.
- New teaching and non-teaching staff are inducted well into the school and as a result quickly settle into its culture and high expectations.

Commentary

33. The school went into a period of serious decline after the last inspection. Since his appointment, two years ago, the headteacher's vision and enthusiasm has been the key factor in turning the school around. Since then, considerable improvements have been made to standards and the establishment of a very positive ethos and climate for learning. His emphasis on innovation and enthusiasm for learning has rubbed off on staff, pupils and governors. Members of the senior management team support the headteacher well, with pastoral and financial leadership and management being very strong. The key subjects of English and mathematics are effectively led. However, although the part-time co-ordinator in science is doing all she can within the allocated time, the arrangement does not give the emphasis needed to raise standards further in this key subject.

34. The supportive governing body have ensured all statutory requirements have been met and fully share the vision of the headteacher. They say:

"We want to ensure the best for the children and play our part in making this a top notch school"

Their work has seen a major review in the last year. Consequently their involvement and impact in performance management, staff appointments, health and safety and the management of the budget are all working well. Additional activities such as reviewing their roles and responsibilities and better clerking of meetings have brought a more structured and businesslike approach to their work. A start has been made this year on finding out at first hand how things are going on. However, the information gained does not yet enable them to be effectively involved in the formulation of the school development plan and provide a high level of support and critical challenge to the headteacher and other staff.

35. Just under half the teaching staff have joined in the last two years as newly qualified teachers. Very good systems are in place to ensure that they receive the support and help they need to meet the targets that are set for them as they start their career. For example, they each get half a day per week when they do not teach their normal classes but instead observe other staff in the school, observe best practice in other schools or learn about other aspects of school life. As a result, they quickly make an effective contribution. Those in their second year of teaching have taken on the role of co-ordinating a subject, focusing on acquiring a good oversight of their subjects. They have now reached the stage where they need to make their action plans more incisive and focused on raising standards further.
36. The school manages its resources very well and uses its funding to benefit the pupils currently at the school. As a result, its carry forward figure at the end of this financial year reflects a sensible contingency. A very good example of the attention to detail is the decision to employ more teaching assistants (almost doubling their numbers in recent years) rather than an extra teacher to reduce the size of classes as this was felt to be more cost effective and likely to have a better overall impact on standards. Resources are carefully targeted to support the school's priorities and very good systems are in place to ensure that funding is spent

appropriately. Specific grants, such as the substantial sums granted to improve the school's infrastructure and accommodation, are used very well. These are already impacting well on standards and pupils' enthusiasm for learning. Principles of best value are effectively applied and the minor recommendations in the last financial audit in 2003 have been quickly acted upon. The school provides very good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	929,108
Total expenditure	908,871
Expenditure per pupil	2,131

Balances (£)	
Balance from previous year	1,699
Balance carried forward to the next	21,936

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in Foundation Stage (the nursery and reception classes) is good overall. Consequently, children make a strong start to school life and quickly gain independence in their learning. Standards on entry are broadly average. By the end of the reception classes all groups of children achieve well and reach standards that exceed the goals expected at that age in most areas of learning. Teaching and learning are good overall, but stronger than this in the nursery class. All teachers have established a good blend of child initiated and teacher directed activities with learning being a central and key feature. This gives the children scope to learn effectively in a variety of ways suited to their needs and stage of development. In addition, the different areas of learning are integrated well and thus reinforce each other. The curriculum is also well planned. A particularly good point is that it is imaginatively planned to make full use of both the classrooms and the outdoor areas. A good system of assessment gives teachers detailed knowledge about how well the children are doing and progressing. The area is well led and managed. This has resulted in good improvement in standards and quality since the last inspection. Teachers and other adults work as a united team and to a common ethos. During the inspection week all areas of learning were developed around the theme of "Pirates".

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Planning, teaching and learning are very good and ensure pupils achieve very well. Children are likely to exceed the goals expected of them by the end of the reception class.
- Children settle in well and are happy because supportive relationships have been established.
- Children behave very well and develop very good attitudes to their learning from the very start.
- Children play well together, learn to take turns and form friendships because adults are very good role models and adults give children the chance to make personal choices.

Commentary

37. Children and their parents get to know the nursery environment and get all the information they need before they start school. As a result children quickly settle in to the routines and feel very happy and secure. Through their cheerful disposition and very good care of individual children, teachers and other adults in all classes ensure that a "can do attitude" is fostered, harmony pervades and no child feels left out. Teachers trust the children to choose activities that interest them. They do this in both the nursery and reception without any argument, moving from one activity to another quite independently. The imaginative and exciting activities lead to the children showing sustained concentration and very good behaviour. Children, especially those in the nursery, rise extremely well to the challenge of working independently by themselves or with others in their outdoor area. The teachers and the nursery nurse are very sensitive to the needs of children. For example, when one girl in the nursery was upset when she thought that she had the wrong cardigan, this was settled without fuss. Children quickly learn to play together, care for each other and form friendship groups. For example, children in a reception class waited patiently to use climbing apparatus in physical education lessons, and shared toys without arguing. Teachers use registration and times when fruit is given out to teach children to say "Please" and "Thank you." and to socialise with each other. Children are polite and very welcoming to visitors and have the confidence to initiate conversations. When they clear away after activities or change for physical activities they show a very good sense of responsibility.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teaching and learning are good and staff provide plentiful opportunities for children to develop their skills well, with speaking and listening being a particular strength.
- A good balance of activities is provided in the outside area as well as those in the classroom.

Commentary

38. Most children are on course to exceed the goals they are expected to reach by the end of reception in speaking and listening, reading and writing. In the nursery, strong emphasis is placed on speaking and listening from an early age and this pays off later on as it makes a major contribution to the above average standards attained. Children in the nursery seize on the opportunities offered in the classroom for them to talk in all activities such as fitting together word puzzles, acting out an underwater role or sailing in the pirate ship outdoors. In the reception class, they listened attentively when the teacher asked them to spot the “sh” sounds in the tongue twister “She sells sea shells by the sea shore”. The reception teachers provide opportunities for the children to tell others what they have learnt and this helps them feel confident in expressing themselves, knowing their contributions and opinions are valued.
39. Children in the nursery enjoy looking at books and using picture clues to help talk about the story with other adults. In the reception classes, many children enjoy reading regularly, sometimes taking two or three different books home a week and showing fluency in their reading. Areas have been set up in the outdoor area for children to practise their reading and writing skills. Teachers have adopted a new system of teaching handwriting, reading and spelling skills called THRASS. This is working well throughout the Foundation Stage. In one reception class the children confidently sang out the different letter sounds they knew with hand movements. In doing so they demonstrated their well developed understanding of how different letters or combinations of letter help to make different sounds.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well because staff know what children understand and can do and build systematically on this through well targeted teaching.
- Counting skills are constantly developed both in indoor and outdoor activities.
- Pupils have a well developed mathematical vocabulary and a sense of direction.

Commentary

40. Most children are on course to exceed the goals they are expected to reach by the end of reception in number, shape and space. Staff take every opportunity in all areas of learning to develop children’s understanding of number. In the nursery, children repeat rhymes such as “Once I caught a fish alive” and when playing with games with cones and quoits outside count and record the scores. Staff use familiar objects such as teddy bears to show children how to add numbers and to teach the language of size. In the reception classes, children are pleased to show you how well they can count, with many counting well beyond 20 and a good number up to 100. They are given good encouragement to understand mathematical vocabulary when, for instance, climbing up, over and around the outdoor apparatus.

41. Through well thought out activities the children readily learn to recognise triangles, circles and rectangles. In both the nursery and reception the children play regularly with construction kits, which enables them to see different shapes and how to make patterns with them. In the nursery, they see and recognise shapes everywhere, such as when using sponge painting to make dolphin shapes. In a good lesson in the reception class the children used mathematical language such as forward, backwards, left and right when drawing a map to show others how to get from one place to another. One girl confidently explained that on her map to get from one place to another you had to move forward 3 places, turn right for two steps, then turn left and move ahead another three places.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children achieve well because teaching and learning are good and children are likely to exceed the goals expected of them by the end of the reception class.
- The curriculum has strengthened and all aspects of this area are now covered well.
- Children are very confident in using computers and other ICT equipment.
- Adults effectively question children to extend their knowledge of the world about them.

Commentary

42. A very good variety of interesting activities stimulate children's curiosity. In the nursery, children develop knowledge of the characteristics of different materials through their play with sand, water and play dough. Children in both the nursery and reception classes used a range of materials, scissors and glue spreaders to make pirate hats which they decorated imaginatively. Children study celebrations such as Easter and the Chinese New Year and Valentine's Day and have been fascinated to be shown how to write Chinese characters.
43. In the reception class children have been learning about materials that either float or sink. Skilful questioning and discussion by the teacher brought together their predictions into a table on the board so that they could see what the whole class thought would happen when they different materials were placed in water. When they carried out their tests some were surprised to see what actually happens as their first ideas were different. Their curiosity was heightened when the teacher ask them to say if there was any way in which a piece of plasticine could float, when they had seen a ball of it sink. They were very surprised when she showed them that it could be made to float if it were made into the shape of a boat.
44. Teachers introduce children to computers at the earliest opportunity. In the nursery children are very keen to take turns using the computer and use the mouse to "drag and drop" fish into an underworld scene on the computer. They control a "Pixie" to make it move forwards and backwards and from left to right. The older children in the reception class skilfully operate remote control cars and a moon buggy and use a cassette recorder to explain to record what they have learnt. They also regularly access the Internet in the computer suite where they "log on and off" and learn how it can be used to find out new information.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children are given good opportunities to develop their skills through outdoor play.
- Good links are provided to other areas of learning.

Commentary

45. Teaching and learning are satisfactory and consequently the children make sound gains in their learning. They are on course to attain the expected goals by the end of reception classes. Achievement is satisfactory. The curriculum is soundly covered but as yet has not been as effectively developed as most other areas. Activities are provided to develop children's gross and precise movement skills. For example, they pour sand and use paint and brushes to create imaginative pictures. By using pencils and crayons regularly children improve their ability to form letters and numerals. The nursery children in particular enjoy riding and control large wheeled toys as part of their chosen activities. Children in the reception classes used the outside adventure playground to march on the spot and jump and moved safely over the equipment but little encouragement was given for them to use their imagination when doing so, nor to take learning beyond this. Teachers discuss aspects of healthy living with the children such as healthy eating, the need for regular exercise and the use of sun hats to protect your face.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Role play is well resourced and a popular choice for children in their learning.

Commentary

46. Teaching and learning are satisfactory in this area of learning. Achievement is satisfactory and children are on course to reach the goals expected by the end of the reception classes. Firm plans are in hand to strengthen the sound curriculum by giving more emphasis to this area and reviewing the activities on offer. However, a very good range of role play areas, which change during the year, provide a good focus for learning. Children have dressed up for an Easter parade. During the inspection, children in the nursery operated a ticket office for a ferry, dressed up as pirates on the pirate ship in the outdoor area and children in all classes explored their learning through pretending to live underwater. Children enjoy painting, printing and collage work and make pirate hats and learn how to fold a boat out of paper. Photographs from work done previously and planning show that the range and quality could be extended during the year. Children also enjoy a satisfactory range of musical activities and can sing a number of songs from memory.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Achievement is good overall as a result of consistently good teaching. Consequently, by the end of Years 2 and 6 standards are above average and continue to rise year by year.
- Pupils are fluent readers and develop good library skills.
- Pupils' speaking and listening skills are effectively developed by the use of challenging questions.
- Pupils' progress is monitored very carefully and this allows the co-ordinator to lead and manage the subject effectively.
- Marking plays little role in showing pupils how they might improve their work.

- Literacy skills are effectively developed and promoted across the curriculum.

Commentary

47. Good progress has been made since the last inspection. There are several reasons why standards have improved in the last two years following a serious dip after the last inspection. A lot of emphasis given to this subject and the teachers' much better understanding of how to teach the subject well has paid dividends. Effective monitoring of teaching has meant that teachers' skills have been systematically improved and their work is better co-ordinated. Very good data is collected through periodic tests and analysis of pupils' work, which gives teachers a crystal clear idea of what pupils can do well and where they need to improve. The precision of the information means that pupils' progress and general improvement in attainment can be tracked precisely year by year and remedial action taken if need be. In addition, pupils are set challenging targets which act as a spur to learning.
48. Pupils' language skills are developed in Year 1 and 2 through story telling and, as a result, pupils learn to retell the story and predict imaginatively. Higher attaining pupils read with expression and write with confidence. In Year 3 pupils achieve well. They have a good understanding of how adjectives are used to describe characters. Pupils in Years 5 and 6 use a very broad range of vocabulary confidently when talking about how they would feel if they were aliens or writing a scene for a play. The school encourages reading and the enjoyment of books in a variety of ways such as the independent use of the library, book clubs, poetry week and through providing a broad range of books in class.
49. Teaching and learning are good, both in Years 1 and 2 and in Years 3 to 6. Some very good lessons were seen which were lively, imaginative and offered consistent levels of challenge as the lessons proceeded. Most lessons seen were good. These started with a challenging recap session which pupils enjoyed and participated fully in. Pupil whiteboards are used very well to involve pupils in sessions and to give teachers a quick assessment of how well pupils are learning. Teachers ask a range of challenging questions and encourage pupils to explain and reflect on what they say. Most staff are enthusiastic and use a variety of teaching methods which lead to a high level of interest from most pupils. Pupils have a very positive belief in their abilities which is reinforced through the "Grangeton" project. Most try hard during their lessons and are fully committed to their learning. Relationships in classes are a consistently very good feature. Teaching and learning are satisfactory in some years because teaching lacks the good levels of pace and challenge seen in the good lessons.
50. Pupils have very good attitudes to their work. They work hard with their tasks and demonstrate good levels of application. When pupils are asked to work together in groups, they show they are prepared to listen to others' ideas and suggestions. Speaking and listening skills are good and are promoted well in many classes. Pupils in Year 3 write for different purposes with higher attaining pupils showing some good skills in the use of similes, metaphors and adjectives. Higher attaining pupils in Year 6 talk very well about their favourite books and authors. They read expressively with very good levels of fluency.
51. Standards in writing are improving and remain an area for continued development. Although the content is good, the standard of written work (spelling and handwriting) still needs improvement. Good examples of pupils writing at length are found in Year 3, where pupils have read Matilda and show how adjectives are used to describe characters vividly. Similarly, pupils in Year 6 use imaginative language to describe aliens living on different planets. Teachers create a climate in which pupils are confident to speak because they know that their contributions will be welcomed and appreciated.
52. The day-to-day marking of pupils' work in English is unsatisfactory. Although work is regularly marked, teachers do not consistently add positive comments to praise or comments which will help them to improve. There is little evidence of teachers using the grading system for pupils'

work outlined in the English marking policy. As a result, marking does little to guide pupils' towards thinking about what they need to do to improve.

Language and literacy across the curriculum

53. Literacy is well developed in other subjects. Questions and answer sessions are a common feature in lessons as teachers wish to find out what has been learned by the end of the lesson. The use of reading for information is a feature of most subjects. Word-processing skills are frequently exploited in ICT. In history, pupils find out about the wives of Henry VIII and what happened to them and in religious education about the Muslim pilgrimage (Hajj) to Makka. As part of the "Grangeton" project the pupils are given opportunities to use literacy across the curriculum in their enrichment activities.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are rising and are now above average by the end of Years 2 and 6.
- Teaching and learning are good overall and as a result pupils achieve well.
- Pupils enjoy mathematics because of the variety of methods used.
- Day-to-day marking of pupils' work does not tell pupils how they can improve.
- The subject is well led and managed and pupils' progress is monitored very carefully.

Commentary

54. There are several reasons why standards have been rising and provision has improved since the last inspection. The headteacher and co-ordinator have focused on this subject and have ensured that an effective curriculum is in place. Very thorough assessment procedures are in place which give the co-ordinator a good grasp of standards and enable pupils' progress through the school to be closely tracked and action taken should they fall behind. The information is also used well by all teachers to offer challenging work that is well matched to their level of attainment. Much good quality teaching and learning is another key factor, as are the very good attitudes that pupils bring to their work.
55. Pupils' number skills are well developed in Years 1 and 2 and, as a result, pupils in Year 2 have a very good grasp of addition and subtraction. Higher attaining pupils use this knowledge to help them to solve complex problems such as 'magic squares', while pupils demonstrate good recall of 2x and 5x tables. Year 3 pupils have a good understanding of the capacity of containers and are able to read a variety of scales confidently. Pupils in Years 5 and 6 use technical vocabulary confidently when talking about angles and recognise acute and obtuse angles, while pupils in Year 6 are highly competent in number calculations and in applying their knowledge to working out solutions to new problems.
56. Teaching and learning are good throughout the school. Teachers plan effectively using the methods promoted by the National Numeracy Strategy. Lessons start with a challenging mental mathematics session which pupils enjoy and participate fully in. Teachers use whiteboards very well to involve pupils and to let them show the answers to questions. This gives teachers a quick assessment of how well pupils are learning, and the pupils an understanding of how well they are doing. Teachers ask a range of challenging questions and encourage pupils to explain the strategies. Together these help pupils think about their level of mathematical understanding. For example, in a very good Year 2 lesson the teacher constantly challenged pupils to explain how they had worked out additions of three numbers and how they could solve number problems expressed in words. A little teaching was satisfactory, rather

than good, because it did not have the good pace and challenge seen in other lessons. However, very good teaching was seen in Year 2.

57. Teachers have very high expectations of their behaviour and their work and as a result, pupils work very productively. Tasks are interesting and varied and well matched to pupils' ability levels, enabling pupils to participate fully in lessons so they are seldom 'off task' and little time is wasted. Teachers use ICT effectively to add interest to mental mathematics sessions and pupils respond very positively. For example in a good Year 3 lesson, pupils were very keen to read the scale of a series of containers on an interactive whiteboard.
58. Although pupils' work is marked on a regular basis, teachers do not consistently add positive comments to praise pupils or comments which will help them to improve, nor do they provide examples of how to solve problems in their books. Teachers insufficiently use the grading system for pupils' work outlined in the school marking policy. Consequently, marking does not make the contribution it should to help pupils improve further.
59. The co-ordinator has monitored teaching and pupils' work and has analysed the outcomes of statutory and non-statutory tests well in order to gain an understanding of strengths and weaknesses in the subject. However, in order to continue to improve the quality of management further he now needs to focus on monitoring the action taken on any issues that are identified to ensure they raise standards further.

Mathematics across the curriculum

60. Numeracy has been satisfactorily developed across the curriculum. Co-ordinators are increasingly identifying areas where other subjects can contribute to learning in mathematics, such as graphs and charts in science and shape and symmetry in art.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Marking is poor and ineffective use is made of assessment as a tool to raise standards.
- Too little time is allocated to the subject, particularly for scientific enquiry.
- The management of further developments is unsatisfactory.
- Pupils have a good recall of scientific facts and understanding of key ideas.
- The very good attitudes of the pupils ensure that they play a full part in lessons and work independently when required.
- Teaching assistants are effectively used to support a range of pupils.

Commentary

61. Standards are average in Years 2 and 6 and similar to the last inspection. However, in the intervening period they fell to a low level. Although they are back to where they were the pupils do not do as well as they do in English and mathematics. This is partly because the subject has not yet had the emphasis given to the other two subjects, although there are firmer plans for this next year. The improvement is due to some strengthening of the curriculum, good resources and improved staff training.
62. Achievement is satisfactory by the end of Year 2 because of satisfactory teaching over the course of the year. Although pupils often make good gains in their learning in individual lessons because of good teaching the overall time allocated to teach the subject is too low and this restricts standards and achievement. Learning in lessons is helped by the high levels of interest and a positive attitude to the work from all groups of pupils. Good teacher knowledge,

approaches that try and build on previous work and variety in the work planned all help to sustain interest and ensure pupils of all abilities progress satisfactorily. Work on scientific enquiry has been strengthened and is now a satisfactory element in a balanced curriculum.

63. Achievement is also satisfactory by the end of Year 6. The quality of teaching is satisfactory and this enables pupils to work productively. A good emphasis is given to pupils learning key facts and understanding essential ideas and this is reflected in the generally above average standards seen in living things, materials and physical processes. Lessons are well resourced and pupil attitudes are very positive, but the teaching of scientific enquiry lacks clear step-by-step development which limits achievement and standards. In a class which contained pupils from Years 5 and 6 the enquiry into forces was well resourced, benefited from high levels of adult support but had tasks which were not well matched to the needs of pupils or to the time available. Pupils understood the idea of a fair test but were not able to consider factors that they could change, keep the same or measure beyond those hinted at by the teacher.
64. Although the curriculum has been improved, the time devoted to science through the school varies too much between different classes and is too low. Consequently the experience of pupils is not consistent, and there is not enough time to deliver the full science curriculum and, in particular, to develop the skills and spirit of scientific enquiry in a step-by-step manner.
65. Teachers have a broad understanding of how well pupils are doing in science. However, the information is not as detailed as it is in English and mathematics. This makes it difficult to track pupils' progress and to ensure challenging activities are well matched to pupils' levels of attainment. Pupils' work is not marked regularly. When it is, few constructive comments are made to help pupils understand what they have done well and what they need to do to improve it. Pupils do not yet have individual targets to work towards as they do in English and mathematics.
66. The co-ordinator has had a positive influence on improving resources and increasing the opportunities for scientific enquiry, and has improved confidence in the teaching of science by securing training for the staff. She has exchanged classes with other teachers, which has raised her awareness of how the subject is planned and taught through the school. Her leadership is sound as she has a clear vision for improvement. However, the part-time nature of her post and the absence of other supportive mechanisms have meant that the plan for development has not been implemented. Additionally, there has been insufficient monitoring of how well other teachers teach and assessment remains under-developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils achieve well by the end of Years 2 and 6 and consequently standards are rising.
- Pupils use ICT well across the curriculum and the teachers provide some very good additional enrichment opportunities for pupils.
- Good leadership and management of the subject has led to improvements in the curriculum, resources and the quality of teaching.
- Assessment gives teachers a broad idea of pupils' standards but is insufficiently detailed to enable progress to be tracked.

Commentary

67. Improvement since the last inspection has been good as pupils were not achieving as well as they should at the end of Year 6. Pupils now achieve well by the end of Years 2 and 6 because lessons and other ICT opportunities are well resourced, teaching is confident, there are good

levels of adult support, and pupils have very positive attitudes to learning. Pupils of all abilities are well provided for and all are given plenty of scope to use ICT.

68. The improved resources, including classroom computers and an up-to-date ICT suite, have enabled the delivery of an effective curriculum and is contributing to improving standards. For some pupils however, particularly those in Years 2 and 6, the quality of their previous experiences was not as high as that which the school is now providing. This is why, although pupils make good gains in their learning in lessons and achieve well, their current standards are average and reflect the lost ground they are making up.
69. Teaching and learning are good throughout the school. Pupils show high levels of enthusiasm and independence in their work, not only during lessons but also when they use ICT beyond normal school hours. In Year 2, for example, pupils in a geography lesson on directions were able to plot the route of a small robot and program it with a sequence of instructions. The high expectations of the teacher, the well prepared resources and the valuable support provided by additional adults helped pupils to make good progress and demonstrate and improve their skills. Currently work is weaker in the area of control but there are firm plans in hand for the late summer to redress this issue.
70. The leadership and management of the subject have been very effective in securing a broad curriculum which is well resourced. This, together with appropriate training, has contributed to increasing staff confidence and this is reflected in better teaching. The arrangements for assessing ICT are in line with the school requirements but are not as effective as they need to be if the long term needs of pupils are to be identified and met. The co-ordinator has plans to amend these arrangements so that it is easier for staff to judge the progress of pupils and to set pupils their own targets to work towards.
71. The school provides very good ICT opportunities for pupils beyond the normal school day. These activities are well supported and are helping them to improve their knowledge skills and understanding, although work undertaken in the ICT suite would benefit from a sharper focus. In particular, the TV, radio and newspaper facilities that operate allow some pupils to improve their knowledge and skills to a very high standard. The school has ambitious plans to incorporate this provision into the full time curriculum from September 2004.

Information and communication technology across the curriculum

72. As well as having weekly timetabled lessons in the ICT suite to develop specific skills, teachers identify regular opportunities to use these skills in other subjects. Their use is well embedded in teaching and learning, especially in English, maths and geography. The contribution that ICT makes to teaching and learning is not well mapped and the school needs to take stock of the current position to ensure opportunities provided for pupils are consistent and progressive.

HUMANITIES

It was not possible to report on religious education in full as most lessons were taught on Thursday and Friday afternoon. Although some teaching was seen, none could be observed in Years 2 and 6, making a judgement on quality hard to make. However, this subject is sampled below as are geography and history, where several lessons were seen. Evidence from work on display, discussions with the co-ordinators and samples of pupils work was also collected.

73. In **geography** the very good teaching seen in Year 2 was characterised by a challenging and interesting task which captured the imagination of the children, well selected resources and high levels of adult support for pupils of all abilities. The above average standards seen and the very good achievement were supported by the pace and enthusiasm generated by the teaching and the positive attitudes of the pupils. The well resourced and knowledgeable teaching observed in Year 4 led to good achievement by pupils. Both of these lessons made good use of ICT. The curriculum provided for pupils throughout the school is broad and

interesting and addresses criticisms raised in the previous inspection report. The arrangements for assessment give a broad indication of standards but do not provide a robust method for monitoring pupils' long term development in the subject. Marking in the sample of work provided by the school was sometimes poor, offering few constructive comments on how well pupils were doing or what they might do to improve further. The leadership and management of the subject are satisfactory but need to have a sharper focus on raising standards.

74. In **history**, standards in the one lesson observed in Year 3 were above average. The teacher's very good subject knowledge and lesson delivery ensured that pupils were clear about what they were expected to learn and set about their tasks with relish. He focused pupils' thinking very effectively on the validity of different types of information about the past. This good teaching ensured that pupils achieved well and had very positive attitudes to learning. Teachers in Years 5 and 6 provided a very interesting opportunity for pupils to experience aspects of life in Ancient Greece during a Greek afternoon. Activities included tasting a range of Greek food, Greek dancing, mini-Olympics and calculating using Greek money. All staff and pupils attended in Greek costume and participated enthusiastically. This celebration of the pupils' previous work provided a valuable learning experience for pupils. There is a system for assessing pupils' work in history which gives teachers a broad view of pupils' progress. However, the co-ordinator does not have an overview of these key skills so they are not systematically planned through the school. The leadership and management of the subject are satisfactory and have brought about better planning and greater independence in pupils' learning. However, the good knowledge gained of provision in each year needs to be more fully utilised to raise standards further.
75. In **religious education** very good teaching was seen in lessons in Year 1 and Year 3. The two teachers used challenging and probing questions, through stories, which captured the imagination of the children. Well selected resources and high levels of adult support for pupils of all abilities were other positive features. The above average standards seen and the very good achievement were supported by the pace, variety and enthusiasm generated by the teaching and the very positive attitudes of the pupils. The curriculum provided for pupils throughout the schools is in line with the Derbyshire Agreed Syllabus. The arrangements for assessment, although sound, do not provide a robust method for monitoring pupils' long term development in religious education. The presentation of pupils' written work was occasionally poor and sometimes undemanding as pupils were given worksheets to fill in with words and colouring pictures. Marking in the sample of work provided by the school was also sometimes poor, offering few constructive comments on how well pupils were doing or what they might do to improve further. The leadership and management of the subject are satisfactory but need a sharper focus on raising standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and physical education were not a key focus of the inspection. Therefore no overall judgements were made on provision and standards. One or two lessons were seen in each subject. Further evidence was gathered through discussions with co-ordinators and pupils, looking at teachers' planning and work which had been retained by staff.

76. In **art and design**, standards seen in the one lesson observed in Year 5 were average. Teaching and learning were satisfactory in this lesson, helped by the availability of a good range of resources which included threads with different textures. Pupils had very positive attitudes to their learning and worked well independently. The curriculum provided for pupils throughout the school is broad and interesting and addresses criticism raised in the previous inspection report. There are strengths in three-dimensional work and the boys developing their skills in textiles by using sewing skills to create a picture of a tree working essentially with texture. Effective links have been established with geography where pupils use their drawing skills well to draw maps. Curriculum links have also been made with religious education, enabling pupils in Years 5 and 6 to study architecture in a variety of places of worship. Year 6

have an arts club with is well attended. There is a system for assessing pupils' work which gives teachers a broad view of pupils' progress. However, the co-ordinator does not have an overview of these key skills so they are not systematically planned through the school. The good overview gained by the co-ordinator this year by visiting other classrooms now needs to be focused on systematically raising standards.

77. In **design and technology** the weaknesses described in the previous inspection report have been addressed by implementing an improved scheme of work. This is providing a broader range of opportunities for pupils and helping to raise standards. Standards of making in the Year 1 lesson observed were very high because of very well structured teaching, the positive attitudes of pupils, the careful preparation undertaken in previous weeks and good levels of adult supervision. This helped the children to be successful in a very short period of time and to achieve very well. Photographs and pupils' models and plans in Years 3 to 6 suggest that whilst overall standards are average the teaching of the design element does not build in a progressive way on the good work emerging from the end of Year 2. The consequence of this is that some pupils in Years 3 to 6 do not achieve as well as they should in this aspect of their work. The new co-ordinator (part time) has made an effective start in her new role and now needs to give a high priority to raising standards.
78. In **music**, standards observed in the one lesson seen in Year 6 were average. In this lesson with a Year 5/6 class, teaching and learning were good with the teachers' good subject knowledge having a particularly positive impact. She set the context for the lesson, introduced challenging terminology and maintained a brisk pace, wasting little time. The teacher explained new ideas well and coached pupils effectively, improving their performance. This good teaching ensured that pupils achieved very well. There is no co-ordinator for music at the present time. The former co-ordinator, who is a music specialist and a good teacher of music, is managing the subject until a new co-ordinator takes on the role in January 2005. Music has not been a priority in recent years and opportunities to develop the subject have been limited. However, the school does offer pupils a range of opportunities to develop musical skills outside the curriculum. There are regular performances in which as many pupils as possible participate and a choir is open to all pupils. Opportunities are provided for pupils to attend brass and keyboard lessons with an external music teacher.
79. In **physical education** standards in games, observed in Year 5, were above average. In the one lesson seen with a Year 4/5 class, teaching and learning were very good. The teacher's subject knowledge was good. She began the lesson very well, ensuring that pupils warmed up properly and focused on the benefits and effects of exercise on the heart and muscles. She managed pupils' behaviour very effectively, leading to very good behaviour, and this, together with a range of interesting focused activities, helped to ensure that pupils had very positive attitudes to learning. She demonstrated skills, coached individual pupils and used pupil demonstrations very well. These many good qualities ensured that pupils achieved very well. The co-ordinator is a very good teacher of physical education, and leads the subject well. She is very enthusiastic about its future development and is seeking opportunities to extend the wide range of popular and well-attended sports' clubs, such as football, netball, tag rugby and rock climbing, which extend pupils' learning. As with many other newly appointed co-ordinators the next step in her subject management is to sharpen her focus on raising standards throughout the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship was sampled.

80. This area is very well planned and coordinated and much development has taken place since the last inspection. Good training has been provided to enable teachers to be more effective when discussing sensitive issues in class such as drugs and sex education and in involving all pupils. Time is regularly allocated in class to systematically teach a well rounded programme of topics pertinent to the age and maturity of the pupils.

81. Care is taken to ensure that all pupils feel they matter individually. They are encouraged to take part in assemblies and help around the school, cultivating a spirit of co-operation and mutual care. These and the very good role models and high expectations set by all staff help promote very good social skills and maturity.
82. Older pupils are very confident and independent and have shown this repeatedly in helping with the development of the “Grangeton” project, from interviewing candidates for the radio show to electing the Mayor. Pupils are self-confident and initiate new ideas, such as their imaginative journey to an alien planet and presenting the radio programme.
83. The healthy eating programme encourages pupils to eat five fruits a day, which are provided by the school. Water is also available throughout the school and pupils can access it at any time of day. Awareness of good health and exercise extends to the playground, which is used to creatively promote a variety of games.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
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).