

# **INSPECTION REPORT**

## **LANGWITH BASSETT COMMUNITY PRIMARY SCHOOL**

Mansfield

LEA area: Derbyshire

Unique reference number: 112616

Headteacher: Mr B. J. Feeney

Lead inspector: Mrs Stephanie Cook

Dates of inspection: 3<sup>rd</sup> to 6<sup>th</sup> November 2003

Inspection number: 256696

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:	4-11
Gender of pupils:	Mixed
Number on roll:	88
School address:	Bassett Hill Upper Langwith Mansfield Nottinghamshire
Postcode:	NG20 9RD
Telephone number:	01623 742236
Fax number:	
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Tammy Druce
Date of previous inspection:	26-28 April 1999

## CHARACTERISTICS OF THE SCHOOL

Langwith Bassett Primary School is situated in open countryside and serves several small communities close to Mansfield. All 88 pupils are from white British backgrounds. The attainment of children entering the school is below average. There are three mixed-age classes. Two out of the three class teachers have changed recently. Over a third of the pupils are eligible for free school meals, which is higher than average. Around a third of pupils, which is well above the national average, are identified as having special educational needs. They include pupils with behavioural and learning difficulties. A small number of these pupils have a Statement of Special Educational Need. The area has a significant level of deprivation, and economic circumstances are well below the national average. The school is involved in an Excellence in Cities mini-Educational Action Zone\* (EAZ) project aimed at improving standards and provision. It is also involved in a special project with the local education authority (LEA) that is providing the school with intensive support. Parents are involved with a 'Sure Start' initiative where they are given support on how to help their child at home. The number of pupils moving to and from the school in the last year was 15 per cent but in Years 3 to 6 the percentage of pupils who enter or leave the school is 60 per cent. The school was awarded a 'Basic Skills Quality Mark' in 2002.

\*An area identified as suffering from significant social deprivation and in which some schools are targeted to receive additional funding to improve aspects of their work.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14842	Stephanie Cook	Lead inspector	English, Foundation Stage, art and design, history, geography, religious education
19369	Christine Wild	Lay inspector	
25623	Ted Cox	Team inspector	Mathematics, science, information and communication technology, design and technology, music, physical education, special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The overall effectiveness of Langwith Bassett Community Primary School is **satisfactory**.

The school has a good, supportive ethos. Standards are rising in English and mathematics because of the good teaching, but are too low in science. Pupils achieve well in the reception and Years 1 and 2 class and achieve satisfactorily in the juniors. The school is receiving intensive support from outside agencies to help it raise attainment and overcome the problems associated with having a high proportion of pupils with special educational needs, and high mobility in the junior classes. The school provides a satisfactory quality of education, with sound leadership and management. The school gives **satisfactory** value for money.

The school's main strengths and weakness are:

- Pupils underachieve in science, where standards are too low.
- Pupils achieve well in mathematics and in information and communication technology (ICT).
- Pupils' handwriting and presentation are weak and teachers' marking is not good enough.
- Teaching is good, except in science, where teachers do not have high enough expectations of what pupils can achieve. Classroom assistants are used very well to support pupils' learning.
- The monitoring of some subjects is well overdue.
- A very good range of activities outside normal teaching hours enhances the curriculum.

The school has made satisfactory improvement since the last inspection. It has improved the curriculum for the children under the age of five, curriculum planning, except in art and design and design and technology, the leadership and management of the school and standards in ICT. Standards in English and mathematics and the quality of teaching have improved significantly. Standards in science remain as low as they were. The school has not significantly improved pupils' cultural development.

### STANDARDS ACHIEVED

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E*	E*	E	D
mathematics	E*	E	D	A
science	E*	E	E*	E*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

*Similar schools are those who have a comparable percentage of free school meals. Twelve pupils were eligible to take the tests. Caution is needed in interpreting the results as the numbers of pupils involved each year is small.*

#### **Achievement is satisfactory overall but pupils underachieve in science.**

Children achieve well in the Foundation Stage (the reception children) and exceed the goals expected of them in personal, social and emotional development. They attain what is expected of them in mathematical and physical development but, despite good teaching, do not reach the expected goals in communication, language and literacy or knowledge and understanding of the world. Pupils achieve well in Years 1 and 2, and standards by the end of Year 2 are currently in line with those expected in English and mathematics. Pupils now in Year 6 are on track to achieve the expected standards in English and mathematics. Achievement is good in mathematics and is satisfactory overall in English in the junior classes. However, standards could further improve, particularly in handwriting and presentation and in solving problems in mathematics. Standards in science are low and pupils underachieve because the school has not given the subject a high

enough priority. Standards are above average in ICT and pupils' achievement is good. Standards in religious education are in line with the Agreed Derbyshire Syllabus and pupils make sound progress. No judgements were made on the provision in other subjects as they were not the focus for the inspection. However, not enough time is devoted to the teaching of art and design and design and technology.

**Pupils' spiritual, moral and social development is good. Their cultural development is satisfactory.** The provision for moral and social development is reflected in pupils' good attitudes and behaviour. Religious education lessons and assemblies contribute positively to the pupils' spiritual and moral development. Pupils have a satisfactory range of opportunities to learn about their own culture but the school has not fully addressed improving pupils' knowledge of what it is like to live in a multi-cultural society.

**Pupils' attitudes and behaviour are good and very good in reception and Years 1 and 2.** The school sets a high priority on this aspect of pupils' development and pupils respond well to the teaching. **Attendance and punctuality are unsatisfactory.** Pupils' attendance is well below national levels and some pupils are often late. The school tries hard to encourage parents to send their children to school.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.** Teaching is good in most lessons for all pupils and pupils are keen and interested to learn. The teaching of science is unsatisfactory overall because teachers' expectations of pupils' work is not high enough. The teaching of ICT is very good. It is good for English and mathematics, apart from the teaching of neat presentation and handwriting. Teachers' marking rarely informs pupils about how to improve their work and is too generous in its praise of mediocre work. Classroom assistants are very well deployed. The curriculum is very well enhanced by the extra-curricular activities provided by the school. Provision for pupils with special educational needs is good and all pupils are fully included in the life of the school.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management are satisfactory.** The headteacher provides satisfactory leadership in promoting the school's caring ethos and has sufficient vision to continue to take the school forward. Although two thirds of the teaching staff are new to the school, there is a good team spirit and staff are committed to raising standards. Governors have a good knowledge of the school and are very supportive but are not critical enough of what the school does. Financial planning is not sufficiently detailed or tightly linked to the school's plans for development. Monitoring of some subjects, such as science and religious education, is not good enough.

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

Most parents are pleased with the school and the quality of education it provides. They feel that the school involves them in their children's education and encourages partnership between home and school. A few parents and pupils had concerns about bullying, particularly last year. The school has been involved in an anti-bullying project and nearly all pupils feel the school deals with these issues successfully. Most pupils have positive views of the school, particularly those in the reception year and in Years 1 and 2. They are happy at school, enjoy the range of activities offered to them, and want to please their teachers.

## **IMPROVEMENTS NEEDED**

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

- raise standards of attainment in science;
- improve the quality of pupils' written presentation and handwriting;
- improve teachers' marking;
- monitor those subjects that have not been recently reviewed.





## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Overall standards and achievement are satisfactory. However, pupils underachieve in science and standards are low in this subject. Pupils achieve well in mathematics, and in English in Years 1 and 2. Achievement in Years 3 - 6 is satisfactory in English.

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

- Children at the end of their reception year achieve well; they exceed what is expected of them in personal, social and emotional development.
- Pupils achieve well in mathematics and attain average standards.
- Standards in science are low and pupils underachieve
- Handwriting and presentation is weak.
- Standards in ICT are above average and pupils achieve well

#### **Commentary**

1. Children start school with levels of attainment below those expected nationally and well below the expected level in communication, language and literacy. Children make good progress in their reception year because the teaching is good and activities are interesting. Their achievement is good and they leave reception with attainment that exceeds that expected in the key area of personal, social and emotional development because of the high expectations of the staff for good behaviour and positive attitudes. Children reach the expected goals in mathematical and physical development because of the good teaching and good opportunities to engage in these activities. Despite good teaching their attainment in communication, language and literacy and knowledge of the world is below that expected for children of this age by the end of reception because there is too much ground to catch up. There was not enough evidence to report on creative development. Children are well prepared for the rigours of the National Curriculum.
2. In the national tests for seven year olds in 2003, pupils' standards compared with all schools were well below average in reading and writing and well above average in mathematics. Compared to schools with a similar intake, the standards were average in reading, well below average in writing and in the top 5 per cent of schools for mathematics. The results in reading and writing in 2003 were not as good as those in 2002, when they were average. Overall, there has been a steady trend of improvement in the results in past years, although comparisons are not reliable because the numbers of pupils in each year group is usually small.
3. Currently, pupils in Year 2 are achieving well, and most pupils are likely to attain the expected standards in reading, writing and mathematics, with more pupils likely to attain the higher levels in reading and writing this year. Some Year 2 pupils are already attaining Level 2 in several aspects of reading and writing, and higher attaining pupils are well on their way to attaining Level 3. Not as many pupils this year are likely to attain the expected level as last year in mathematics. The school provides well for the pupils in Years 1 and 2 who are gifted and talented, as evidenced by the taking of tests a year early by capable pupils. One pupil at the end of Year 1 attained the higher level (Level 3) in the national tests. Teacher assessments indicate low attainment in science.

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

Standards in:	School results	National results
English	24.3 (22.7)	27.0 (27.0)
Mathematics	26.4 (26.4)	27.0 (26.7)
Science	22.8 (25.4)	28.8 (28.3)

*There were 12 pupils in the year group. Figures in brackets are for the previous year*

4. The results for Year 6 in 2003 were very low in English, below average in mathematics and in the lowest 5 per cent of pupils nationally for science. In comparison with similar schools the pupils' results were well above average in mathematics, below average in English and still low in science. The school has a history of low standards in the juniors since 2000, particularly in English, but standards have been improving steadily. Making comparisons year on year is statistically not secure because of the small numbers involved. The school has struggled to overcome some of its problems. It has had a large proportion of pupils with special educational needs, unsatisfactory attendance, staff problems and a high level of mobility in the juniors. For example, only 6 of the 22 pupils currently in Year 6 started at the school. With the intensive support from the LEA and initiatives supported by the EAZ in the past year, together with the school's own push for improving standards in English and mathematics, pupils' attainment is significantly improved. The present Year 6 is a much larger cohort than usual (22 pupils). Pupils now in Year 6 are on course to attain broadly in line with the standards expected nationally in English and mathematics. Around 80 per cent of pupils in Year 6 are likely to attain the expected level in English and mathematics and around 20 per cent are likely to attain the higher Level 5. This represents a significant improvement from last year and represents good achievement in mathematics and sound achievement in English. The school, and evidence gained by inspection, explains the sudden improvement by:
- the strong emphasis put on pupils' improving their vocabulary and speaking skills through discussion;
  - a major focus on writing;
  - setting of targets for class, groups and individual pupils in English and mathematics;
  - the use of 'catch up' strategies for groups of pupils, particularly in mathematics;
  - strong leadership in English and mathematics;
  - model teaching of lessons from outside experts;
  - improving the teachers' assessment of what pupils know and understand at the end of lessons;
  - making effective use of assessment in English and mathematics, including the analysis of pupils' answers in the national tests and the tracking of pupils' progress;
  - use of trained classroom assistants to support different groups of pupils;
  - close monitoring of lessons by staff and by outside specialists;
  - changes in staffing;
  - improved induction procedures for pupils who move to the school and better monitoring of their progress.
5. Apart from the above reasons, the better standards in mathematics than English are partly because the headteacher leads the mathematics curriculum and provides very good teaching to the groups he supports. He has not devoted the same time to the teaching of English and, consequently, attainment in English is not quite as good as mathematics. He has plans to remedy this. Teachers have high, but realistic, expectations of how pupils will progress. However, although pupils are currently achieving well because of the good teaching, there is a legacy from the past of underachievement, particularly in English, because of unsatisfactory teaching and staffing problems. Pupils in Year 6 have some lost ground to make up during this final year. Pupils in all classes, particularly in Years 3 to 6, underachieve in handwriting and

presentation. Their work is too often untidy and poorly presented and they do not take enough care with their spellings and punctuation when writing at length. Teachers do not pay sufficient attention to promoting neat handwriting and good presentation, and teachers are too lavish in their praise for mediocre work. Staff do not insist on 'best' quality written work, which reduces the progress pupils make. The difference between boys' and girls' achievement varies from year to year in relation to the balance of genders in the year group and the proportion of each on the school's list of pupils who have special educational needs.

6. Standards in science are low and pupils underachieve through the school because the subject has had a much lower priority than English and mathematics, and teachers do not challenge pupils in their work. The school has robust plans to remedy this situation. Standards are above average in ICT through the school because there is now a computer suite that is used well, teachers have the necessary skills and the teaching is very good. Consequently, pupils achieve well. This represents very good improvement since the last inspection, when standards were below average. Pupils achieve satisfactorily in religious education and attain in line with the Agreed Derbyshire Syllabus. No judgements were made about other subjects as they were not the focus for the inspection, but there are indications that pupils are attaining the expected standards in art, history and music. Pupils with special educational needs achieve well as they work towards the targets in their individual education plans. They benefit from the specific support they receive in lessons. Consequently, they make good gains in their learning and sometimes learn new skills, for example in ICT, as quickly as other pupils. Pupils who transfer to the school from other schools achieve as well as their classmates.

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

Pupils' attitudes and behaviour are **good** overall, and very good in reception and Years 1 and 2. Attendance and punctuality are **unsatisfactory**. Pupils' personal development is **good**, particularly in reception. Spiritual, moral and social standards are **good**. They are **satisfactory** for cultural development.

### **Main strengths and weaknesses**

- The number of parents taking their children on holidays in term time is too high and too many pupils arrive late to school.
- Children have very good attitudes in reception and Years 1 and 2.
- Pupils are keen to take responsibility

### **Commentary**

7. The school has maintained the good attitudes and behaviour of the pupils identified in the last inspection. Almost all the parents who replied to the inspection questionnaires say their children like school, as do the pupils themselves. Children in reception and Years 1 and 2 have very good attitudes, and persevere with their work whatever the task. Reception children concentrate for long periods, take turns and show independence when they have the opportunities to choose activities. In nearly all lessons, pupils pay attention and concentrate well. However, the pace of productivity in the juniors slackens when teachers fail to give timely reminders of how long is left to complete tasks. While pupils try hard to complete their work, usually in a given time, they do not pay enough attention to their handwriting or presentation because teachers do not encourage them to do this. The good use of praise by staff fosters confidence in pupils and raises their self-esteem. Opportunities for pupils to take responsibility help to encourage a sense of helping others, and include running the tuck shop at break-time, acting as monitors, selling poppies to commemorate Remembrance Day, supporting charities and paired reading by Year 6 and younger pupils.
8. Pupils behave well in lessons. The good motivation by staff, the adherence to the school's code of conduct and the appreciation of the rewards received have a positive impact on behaviour. There were four fixed-period exclusions last year and these related mainly to one pupil, who has left the school. A few parents and pupils have concerns about bullying, mostly

relating to last year. The school has been involved in an anti-bullying project and deals with incidents satisfactorily.

9. The school's fostering of understanding of other cultures is appropriate overall. Visits to museums, libraries and artists in residence encourage an appreciation of their own culture. Teaching of other religions in religious education lessons and assembly helps pupils to empathise with other cultures. Less well developed is the opportunity for pupils to appreciate the diversity of cultures in Britain today, particularly when the 88 pupils come from an all white British background.

## Attendance

### Attendance 2002/03

Authorised absence		Unauthorised absence	
School data:	9.6%	School data:	0.3%
National data:	5.4%	National data:	0.5%

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

10. Attendance is very low in comparison with other schools. Unauthorised absence is broadly in line with the national median. There is a school policy of first-day contact with parents who have not provided a reason for absence. The school feels that the parents respond well to the contact. The management know the pupils well and monitors carefully the pupils that cause concern. Non-attendance of pupils from two or three families makes a big difference. Although the school makes a good effort to ensure pupils attend, some parents are not supportive and do not value the education the school provides. A high number of pupils take time out of school for holidays, which affects their progress. The school tries to deter parents from taking these holidays, but to no avail. Pupils are encouraged to arrive on time but the school is some distance from the nearest communities, which means that many parents have to accompany their children to school. The management works on the principle that it would rather pupils arrive late than not at all.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and learning are **good** overall. There was no unsatisfactory teaching in lessons. Assessment is **satisfactory**. The curriculum meets pupils' needs **satisfactorily** and the school offers a very good range of enrichment activities. Care, guidance and support, and partnerships with the parents and community are **satisfactory**. Links with the secondary school and the pre-school are **very good**.

### Teaching and learning

All the teaching observed during the inspection was at least satisfactory. It was good in most lessons in all classes. Evidence from scrutiny of pupils' work this term indicates that the teaching seen is a fair reflection of previous work, except in science. Two thirds of the teaching staff have recently changed. The teaching has significantly improved from the last inspection, when little of the teaching was good and there was a high percentage of unsatisfactory teaching. The teaching of science in the lessons seen was satisfactory but pupils' work shows this is not regularly the case. Teachers do not have high enough expectations of pupils to challenge them in their thinking or in their work in order to raise standards to the expected level.

### Main strengths and weaknesses

- Teaching is now good in all year groups and for all pupils in English and mathematics. It is very good in ICT.

- Teachers do not have high enough expectations in science of what pupils' can achieve.
- Teachers are skilled in their questioning of pupils and challenge their thinking.
- The marking of pupils' work does not often indicate how it could be improved and teachers are too lavish in their praise.
- Teachers do not insist on pupils' producing their 'best' written work and do not encourage pupils to write or present their work neatly.
- Teachers manage their classes well to maintain good behaviour but teachers in the juniors do not always insist on maximum effort from pupils.
- Teaching assistants provide very good support for reception children, lower-attaining pupils and pupils with special educational needs.

## Commentary

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	15	5	0	0	0

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

11. The teaching for the reception children is good and children achieve well. All the adults work very well together and have a strong team spirit. From the very beginning, teachers and other adults help children to understand how to behave, with the effect that children show very good attitudes to work and behave very well. Children's developing communication skills are nurtured by staff, who listen closely to children and then extend their vocabulary through focused questions. A feature of the reception year teaching is the emphasis staff put on children talking and listening to one another, which they do with a maturity well in advance of their age. As a result, children are confident speakers, including those with speech problems, who take an active part in all discussions and in play. The very good questioning skills of the teacher, for example when teaching mathematics, helps the children to appreciate relationships between numbers. Staff provide an exciting range of activities, wherever possible, to promote children's understanding through first-hand experience. Occasionally, children sit on the carpet for too long when joining in whole class activities. Thorough records are kept of children's progress, and planning is usually good. Occasionally, teaching and learning are affected negatively by a lack of space because children are not able to access resources, such as the writing table, as freely as they might.
12. Good teaching continues throughout Years 1 to 6. Teachers have a good knowledge of most subjects, particularly mathematics. ICT is taught very well and teachers have a good level of expertise, which they use to good effect to help pupils make good progress. Teachers have adequate subject knowledge in science, and the observed lessons were satisfactory, but teachers' expectations of what pupils can achieve is too low to raise standards to the expected level. Higher attaining pupils are not challenged enough. Teachers are well organised and prepared and use a variety of imaginative resources well. They manage their classes effectively to sustain pupils' interest and attention, and use a good range of strategies to ensure that pupils behave well. This was a particular strength in the reception/Years 1 and 2 class. However, although pupils are well behaved in lessons, teachers in the juniors do not always insist on the maximum amount of high quality work being produced within the given time allowed. A strength of the teaching is the way teachers pose questions in the oral parts of lessons that challenge pupils' thinking. Teachers ensure that their questions are directed at pupils of all abilities, and those with special educational needs are keen to answer. In English and mathematics particularly, teachers make it very clear to pupils what they are to learn and, at the end of the lesson, they assess thoroughly what the pupils have learnt. From these assessments, teachers plan for future work and this ensures that what is learnt in one lesson

is built upon in the next. Teachers use information from assessment to set targets in English and mathematics for the whole class, groups and individual pupils. Pupils know their targets but staff rarely refer to these during lessons, which is a missed opportunity to help pupils raise their attainment. Written work is not well marked to inform pupils how to improve and the comments are too lavish in their praise. In lessons, teachers hardly ever encourage pupils to do their 'best' work or insist on good standards of presentation and handwriting. As a consequence, pupils' work, particularly in Years 3 to 6, is too often poorly presented. This lack of emphasis on well-presented work also means that pupils do not take as much care as they might over their spelling and punctuation.

13. The teaching of pupils with special educational needs is good and work is carefully matched to their needs. This is an improvement since the previous inspection, when it was satisfactory. As over a third of pupils have special educational needs, this good teaching makes a considerable contribution to the effectiveness of the school. Classroom assistants help pupils with special educational needs and lower attaining pupils, so that they make good gains in their learning in the tasks they are set. They take a full part in lessons, in line with the school's ethos of including all pupils in the whole life of the school. Teaching assistants are clear about the learning intention for each lesson, have received training and are well briefed by teachers on their tasks. They treat pupils with respect and help them to make good progress. The after school 'Can Do' club provides extra help in English and mathematics.
14. Learning is good overall. Pupils pay good attention in lessons and are keen to contribute. They enjoy working with others and, when left to work independently, most apply themselves conscientiously. Occasionally, when the teacher forgets to remind them about how much time is available to complete work, their rate of productivity slackens off. Junior pupils are aware that their work is untidy but try hard to fulfil the requirements of the tasks. Although homework is given to pupils, not a high enough proportion complete it, because they are not encouraged enough to do so by parents.

## The curriculum

Provision for meeting the curricular needs of pupils is **satisfactory**. Extra-curricular provision is **very good**. Accommodation and resources are **satisfactory** overall.

### Main strengths and weaknesses

- Good provision to boost learning of borderline pupils in mathematics.
- Provision for pupils with special educational needs is good.
- Good provision for personal and social education.
- The range and quantity of activities outside lessons are very good.
- The curriculum for science does not provide enough opportunities for investigative work.
- Not enough time is devoted to some subjects.

### Commentary

15. The curriculum for the reception children is satisfactory. There is a reasonable balance between activities chosen by the children and those directed by adults. Children have sound opportunities to explore and experiment with a variety of materials and equipment. Many of the activities are based on first-hand experience but the cramped accommodation makes it difficult for the teacher to provide the children with free enough access to materials and resources. The curriculum has improved since the last inspection, when it was judged unsatisfactory.
16. The school covers all subjects required by the National Curriculum. However, the balance between subjects is uneven. More effort is devoted to improving standards in English and mathematics than to science, and this is reflected in the very low standards pupils attain in that subject in National Curriculum tests. Additionally, not enough opportunities are provided for pupils to set up their own experiments or investigations for themselves. In mathematics, the

school is successful in raising the standards of groups of borderline pupils in the National Curriculum tests in Year 6 by teaching them in small groups. The same arrangements are not available for pupils in English but the school plans to remedy this. Only a small amount of time is allocated to subjects such as design and technology and art and design. This allows for barely adequate coverage of the National Curriculum.

17. The personal and social development of pupils is integral to the ethos of the school. Staff know the pupils well and act as good role models. Pupils are taught good social skills and are, consequently, polite and helpful. The school provides a suitable programme of lessons dealing with health and sex education and drugs awareness. Considerable efforts are made to develop pupils' self-esteem by giving them responsibilities and providing opportunities for them to think about their actions. Pupils have opportunities to discuss matters that concern them during 'circle' time.
18. Provision for pupils who have special educational needs is good. Teachers identify at an early stage pupils giving cause for concern. They keep parents well informed about their concerns. The extra attention given to these pupils means that many problems are solved before they become too big. When pupils need more focused help, teachers write good individual education plans to help pupils overcome their problems. Pupils receive very good support from a team of committed and well-qualified classroom support assistants. All pupils are satisfactorily included in all aspects of the curriculum.
19. A very good range of after-hour clubs and activities enriches the curriculum. In these groups, pupils can develop their skills in team games, cross country, French, computers and music. Lessons are made more interesting by visitors such as the school nurse, the vicar and storytellers, and by visits to local theatres and to see artists at work. Residential visits provide good opportunities for pupils to socialise and learn new skills.
20. Pupils are prepared well for later stages of education. One teacher takes all the reception and infant pupils and the size of the school means that teachers constantly pass on information about pupils' progress. Arrangements for transfer to secondary education are very good. Pupils start to visit the secondary school from Year 5 onwards and engage in joint ventures with it.
21. The teaching and classroom assistants support the curriculum very well. Accommodation is satisfactory overall but cramped in the hall for physical education lessons and in the reception/Years 1 and 2 class. Teachers try hard to overcome any limitations of the accommodation but not enough use is made of the grounds to enhance work in art and science. Resources are satisfactory for most subjects but are good for mathematics and science, which has a positive impact on standards. There are minor shortages of reading material for the higher attaining older juniors but pupils bring books from home or borrow the teacher's. The much-improved resources for information and communication technology add significantly to what the school is able to offer its pupils, and standards have improved as a result.

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

Overall, the school's provision for the care it gives to its pupils is **satisfactory**. The provision for pupils' welfare, health and safety is **satisfactory**. Guidance for pupils in helping them to understand how well they are doing is **satisfactory**. The way in which the school involves the pupils and seeks their views is **satisfactory**.

### **Main strengths and weaknesses**

- Not enough guidance is given to pupils on how to improve their work.
- There are good systems for identifying pupils with special educational needs.
- The school works hard to raise pupils' self esteem.

- Induction arrangements are very good and help to ensure pupils feel secure and valued.



### Commentary

22. Procedures to ensure pupils' welfare and safety are satisfactory overall. First aid, risk assessment and fire prevention procedures are appropriate and child protection procedures are adequate.
23. Discussions with pupils showed that they felt comfortable in asking for help with their work and that good support is always given. They are aware of the targets that have been set for them and how to improve in literacy and numeracy. From the 'summing up' at the ends of lessons pupils appreciate what they have gained from the lesson. However, marking of pupils' work shows that they are not given enough information on how to improve their work, particularly in their presentation and in handwriting. In some subjects, such as science, the school does not rigorously enough assess what pupils understand and can do, and pupils are not informed how to improve their work. The school arranges special activities for pupils who have difficulties with relationships or need to raise their self-esteem, and this works well. The 'circle' time, when pupils discuss issues important to them, helps create good relationships and confidence in speaking aloud.
24. Induction arrangements help children from the pre-school to settle quickly to school. The on-site provision ensures that children are familiar with the staff and the building before starting school. Good communication between staff enables the continuity of the provision and makes children feel secure and happy in the surroundings. New pupils to the school are helped to feel welcome by having a 'buddy' to look after them.
25. The school has good systems in place to identify pupils with special educational needs. Pupils whose progress or behaviour gives cause for concern are monitored closely and their parents are informed of the school's concerns. Individual education plans are regularly reviewed.

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

Parents have **positive views** of the school. The school-home partnerships and links with the community are **satisfactory**. Links with the secondary school to which most pupils transfer are **very good**.

### Main strengths and weaknesses

- Links with the pre-school and the local secondary school give very good support in the transfer of pupils.
- Relationships between parents and the school are good.
- The governors' annual report to parents contains minor shortcomings.
- Reports to parents about their children's progress are good.
- The Sure Start initiative is providing good opportunities for parents of younger children to learn how to help their children at home.

### Commentary

26. The positive views of parents reflect a good level of satisfaction with most aspects of the school's work. One or two parents commented upon the amount of bullying but discussion with pupils shows that most incidents are dealt with fairly and swiftly by the school. The school has clear avenues for parents to speak to staff. An open-door policy ensures parents feel welcome and able to discuss problems with all staff. The size of the school means that relationships with parents are good; most parents have good knowledge of the staff and the headteacher, and in return the staff know parents well. The school satisfactorily canvasses parents' opinions through consultations, such as about sex education
27. Annual reports to parents give good details of the pupils' achievements. Parents are aware of the national levels their children are attaining, and the pupils' targets for improvement. Valuable information on the curriculum taught in all subjects throughout the year is available on the

classroom doors for parents to view, but parents who work do not have the same access to this information.

28. The governors' annual report to parents gives a selected overview of the governors' work but information on the arrangements for pupils with disabilities is too short and reports on the tests results are in a format that does not conform to the guidelines. Regular newsletters with good information on school activities and events are available for parents. Pupils have diaries to record relevant information for themselves and for parents to record their views, but limited use is made of these by parents. Not enough parents ensure that their children complete their homework or hear them read at home in the younger class. The new Sure Start initiative is developing well and parents of the youngest children are benefiting from the outside support, so they can help their children at home.
29. The transfer of children entering the school and of pupils starting their secondary education is very good. There are good links with the pre-school and school staff, which ensure smooth links for children entering the school. The school serves a wide neighbourhood and the area itself is devoid of industry. However, the school does what it can to create links within its community. It has close links with the church, another local school uses the ICT facilities and the school makes good use of the police and fire services for educational visits. Visits to local places of interest such as the Heritage Centre, local hospitals and residential visits enhance the provision for the pupils.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are satisfactory.** Overall leadership by the governors, headteacher and staff with responsibilities is **satisfactory**. Management is **satisfactory**. Governance is **satisfactory**. This is an improvement on the previous inspection when leadership and management were unsatisfactory.

### Main strengths and weaknesses

- There is a good team spirit, with common purpose and a commitment to improve.
- The monitoring of teaching is good in English and mathematics.
- The headteacher and governing body apply the principles of best value well.
- Financial planning is not detailed enough nor linked to the school's proposals for improvement.
- The governing body is very supportive but needs to develop its role as a 'critical friend'.
- Performance management is well established and used to inform future planning.
- The evaluation of subjects has concentrated on English and mathematics to the detriment of other subjects.
- Problems caused by the mobility of pupils are handled well.

### Commentary

30. After a period of turbulence due to staffing problems, the headteacher has put together a good team of teachers and classroom assistants who share a strong commitment to raising standards and including all pupils in the life of the school. The headteacher is a good role model to other staff, particularly in his leadership of mathematics and the improvements brought about in information and communication technology. The school is a happy and harmonious community and seeks to include all pupils satisfactorily. It benefits from being part of an EAZ and a very good level of support from the LEA to raise achievement. Regular, well focused monitoring of teaching by the headteacher and other agencies has had the effect of improving the standard of teaching since the previous inspection, particularly in English and mathematics. Performance management identifies the training needs of teachers, which are included in the school development plan. Good arrangements are made for the induction of newly qualified staff.

31. Although most are relatively inexperienced in their role, the governors play an active part in the life of the school and are fully supportive of the headteacher and staff. They develop a good understanding of what happens in school because individual governors are assigned to a year group and receive copies of curriculum plans. The governing body instigated the publication of a 'Curriculum Newsflash' for each class so that parents and governors would know what was being taught in each topic and could see where they might be able to help. The governors are developing their roles as 'critical friends' but they have a limited understanding of the reasons for the very low standards in science, and about the provision in subjects such as history, geography, physical education and design and technology. The governors have agreed all statutory policies, including those on special educational needs, sex and drug abuse.
32. Financial planning is satisfactory. Generally, sound decisions are taken about the allocation of the budget. However, initiatives to raise standards in subjects such as music and physical education are not planned in sufficient detail in the school development plan, nor are they costed accurately. Nevertheless, the headteacher and governors operate the principles of best value well in the decisions that they make. The grants available for providing new equipment for information and communication technology were spent wisely and the school is well equipped with some good quality resources. Similarly, new computer equipment has added to the efficiency of the office, which is managed well by the school clerical assistant. The large underspend the school currently has is being sensibly earmarked for various repairs and building projects.
33. The school manages the unusually high mobility of pupils well. New pupils are assessed quickly by teachers and supported closely by one of the classroom assistants for several days. They are helped to settle in to the classroom and playground by being paired with another pupil. Close contact is maintained with parents to enlist their support in helping the pupils settle into the school, and parents are kept informed about the progress the pupils make.
34. While the importance of raising standards in English and mathematics has to be recognised, the school has concentrated on those subjects to the detriment of other subjects. Insufficient attention has been paid to the raising of standards in science and the development of the curriculum for other subjects, apart from information and communication technology and music. The analysis of National Curriculum tests and the tracking of pupils' progress in English and mathematics to find areas where pupils need to improve are good. These have enabled the school to plan work to raise standards. The monitoring of work in science has been unsatisfactory. Most other subjects in the curriculum have not been monitored for some time because the school has decided not to have co-ordinators for all subjects. To make up for this the school reviews provision in the different subjects according to need. Currently, the school is concentrating on music, where there has been a review. However, the review of some subjects is well over due.

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

Income and expenditure (£)	
Total income	203,687
Total expenditure	173,687
Expenditure per pupil	1,867

Balances (£)	
Balance from previous year	39,730
Balance carried forward to the next	30,000

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

35. Provision has improved satisfactorily since the time of the last inspection, when it was unsatisfactory. The curriculum has improved and there are now satisfactory opportunities for children to learn through play. The quality of teaching and learning is good. There are five children in their reception year and their achievement is good overall. Children's attainment when they start school is below average, and well below average in communication, language and literacy. The provision is managed effectively, and the children's progress is carefully monitored. The staff are a strong team and all contribute to the good teaching. However, teachers do not always identify what children are to learn through the planned tasks. The present accommodation is cramped and does not allow the teacher to set out the classroom in such a way as to allow children free access to activities, which has a negative influence on their learning. However, the teacher makes every effort to utilise other spaces in the school. The induction processes for new children are good.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Children achieve very well.
- The teaching is good.
- Children have very good attitudes to their tasks and activities, and behave very well.
- A warm, secure atmosphere is generated in which the children feel valued and enjoy coming to school.
- The cramped classroom restricts the access children have to equipment and resources.

#### **Commentary**

36. By the end of the reception year, children's standards exceed what is expected. The teacher and the assistants have very good relationships with the children, and make them feel valued. The staff ensure that the ethos of the class helps children to learn quickly the correct way to behave and the routines of the mixed-age class. There are very good opportunities for children to develop self-confidence and extend their relationships. Children with speech difficulties receive sensitive and effective support. Children are expected to be responsible, and staff take every opportunity to encourage this. Staff encourage children to be independent in the choices they make and children concentrate and work unsupervised for extended periods, behave very sensibly and share resources. Children try very hard to do their best in everything they do. They fully understand and respond positively to the need to take turns with games and equipment. The cramped classroom places limitations on children accessing equipment and resources themselves, which restricts their independence on a few occasions. However, staff give children sufficient other opportunities to become independent.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Children make good progress, particularly in speaking and listening.
- The teaching is good and challenges children to think deeply.
- Many good opportunities are provided for language development.
- The well-equipped writing area is not used enough for children to choose to write.

### **Commentary**

37. Children start school with well below average standards in this area of learning. By the end of the reception year, they do not reach the expected standards, despite the good achievement. The teacher and other staff work effectively together to provide a range of interesting activities for the children to enjoy. They take every opportunity to develop the children's language, often through very good questioning, extending children's answers and by encouraging their observations. Children respond very well and are keen to answer despite some of them having speech difficulties. All children have the confidence to discuss their thoughts and opinions in paired work with their classmates or older pupils in the class, and are keen to talk about their work. This is because the teacher gives them plenty of opportunities to practise talking and listening to each other. The children respond maturely to their instructions on how to keep eye contact with their partner and to take turns to talk and listen. Children are taught to 'have a go' at writing and learn the sounds letters make. They can all write their names using name cards to copy and enjoy talking about the pictures in their reading books. Although there is a designated writing area, there is not enough room when the Years 1 and 2 pupils are having their lessons for the reception children to access this area, and this is a lost opportunity for them to practise their own writing. Good use is made of the computer and programmable toys for encouraging discussion and reading.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The teaching of mathematical development is good, so children gain a secure understanding of numbers.
- Good use is made of the outdoor play sessions for children to practise their numbers.
- Occasionally the mental activities on the carpet with the rest of the class are too long.

### **Commentary**

38. By the end of the reception year, children reach the expected standards. Their achievement is good. The teacher organises a wide range of opportunities for children to gain confidence in mathematics. Lessons for the reception children begin with whole-class sessions, with interesting counting activities that reinforce key skills very well. The teacher is skilled in extending children's understanding of numbers by asking questions in different ways. This means that children have to think deeply and are helped to achieve more. Occasionally, children have to sit too long on the carpet answering questions and practising their counting, but because of the teacher's lively teaching they do this without losing interest. Children's knowledge and understanding of mathematics are built upon systematically and are very often based on motivating practical activities.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Teaching is good.
- The children have good ICT skills because they have regular lessons using the computers and have good opportunities to use other equipment.
- Good use is made of visitors
- Sometimes children spend too much time listening on the carpet.

### **Commentary**

39. It was not possible to observe all aspects of this wide area of learning during the inspection. However, from the lessons observed and informal talks with children it is unlikely that children

will not reach the expected goals by the end of the year because of their below average knowledge on entry to school. In some aspects there is too much ground to make up, despite the good teaching. Staff make good use of visitors, such as a nurse, who helped to increase children's awareness of what hospitals were like in the time of Florence Nightingale compared to now. Children listen attentively even when they spend too long in whole-class lessons listening. Work is well planned to ensure that children have the opportunity to operate computers, tape recorders and programmable toys. Children are competent at using the mouse to click and drag, to move simple sentences around, and they program vehicles to turn left or right and to move up and down number ladders. Children learn, through discussion and reading of 'Big Books' that they share, about what it is like to belong to different religious communities.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- There are good opportunities for children to regularly engage in outdoor play, and their movements are well co-ordinated and controlled.
- Teaching of fine motor skills is good.

### **Commentary**

40. Children move confidently, with good control and co-ordination and use the playground space well. They can hit a ball with a large hockey-type stick, throw beanbags and use wheeled toys confidently. Children manipulate tools and small equipment well because they are shown how to use equipment properly. They concentrate and persevere with tasks when drawing letters in the sand, constructing models and cutting out shapes.

## **CREATIVE DEVELOPMENT**

41. It was not possible to make an overall judgement of provision or standards, but the work on display indicates that standards are as expected.
42. The role-play areas are popular with the children because they are well resourced. The teaching is good. Shortly after the new 'hospital' role-play area was created staff helped children to make good use of it by discussing with the children what the equipment is called and how it can be used. Children are delighted when they can practise their nursing and doctoring skills on adult 'patients'. The staff interactions with the children ensure learning is fun but stay focused on helping them make progress, particularly in their language. Children enjoy modelling with malleable substances and making 'get well cards' but there are not enough regular opportunities for them to choose to paint or to express their ideas through using a wide range of art materials and media.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

#### English

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Achievement is good in speaking and listening.
- Leadership is good and the subject is well monitored.
- Standards are improving and are in line with national expectations at the end of Year 2 and Year 6 because the teaching is good.
- Standards of presentation and handwriting are weak and pupils are not taught to produce their best work.
- Pupils in the juniors do not always use the spelling and punctuation skills they have learned when writing independently.
- Marking does not inform pupils how to improve their work and praise is too freely given.
- Assessment in writing is thorough.
- Teachers' records for reading are sketchy and too brief.
- There are not enough interesting books for the higher attaining pupils to read.

#### Commentary

43. Pupils' standards in the national tests in English for 2003 were well below average in Year 2 and Year 6. However, this data relates to small numbers in each year group and, additionally, there is high mobility in the juniors that affects the school's test results. Pupils' achievement is good in the infants and satisfactory in the juniors. The continuing intensive support from the LEA and the EAZ led initiatives plus the school's own work are having a major impact on raising standards. The inspection judges that the majority of pupils currently in Years 2 and 6 are likely to attain the expected standards at the end of the year, and a fair proportion should reach the higher levels. The current Year 6 year group is larger than in previous years. Currently in Year 6, some pupils are now attaining the expected Level 4 in several elements of writing and higher attaining pupils are working within Level 5 in their reading. Boys and girls are making similar progress. Pupils with special educational needs are achieving well, as are those who have joined the school mid-way through the juniors. Standards have improved since the last inspection, when they were judged as being low. Standards of presentation and handwriting are low when pupils reach the age of 11 and are below average at the end of Year 2.
44. Standards in listening are good and are satisfactory in speaking. Speaking and listening have improved since the previous inspection and are now very strong features of the English curriculum throughout the school. As a result, pupils are confident in expressing their views and are active, attentive listeners. There are some excellent planned opportunities for intense discussion in the infant class, and in other classes pupils work productively in pairs and groups to explore their ideas. Pupils with special educational needs learn to put forward their views and to contribute to focused discussions.
45. There have been significant improvements in writing and this is evidenced in pupils' work. This is a result of the good teaching. Teachers' detailed planning ensures that tasks are challenging and relevant to the needs of individual pupils. Pupils in Years 1 and 2 are well motivated to write because the teacher provides a range of purposes and audiences, which are often based on first hand experience, such as writing instructions for the 'hibernation hedgehog box,' built by the pupils. Pupils in Years 3 to 6 have a secure understanding of the technical aspects of writing, such as the use of metaphors, alliteration, grammar, correct spelling and punctuation. Pupils write at length in a given time when they have the opportunities to do so and show that

they understand the need to plan a structure and write coherently. However, they do not always apply their sound knowledge of grammar, spelling rules and punctuation to their work and their work is often scruffy and untidy. This is because teachers do not insist on pupils producing their 'best' work and they do not have high enough expectations of pupils' presentation and handwriting, particularly in Years 3 to 6.

46. Reading standards are rising because the teaching of reading is good. Infant pupils are taught clear strategies to help them to decipher words and adults who listen to pupils read regularly are well briefed. Pupils are keen to read but support for pupils to read at home is limited. Pupils get good opportunities to read in lessons, and higher and average attaining pupils in Year 6 read fluently, with expression and understanding. Higher attaining Year 6 pupils are proud that their level of reading skills is considerably higher than that expected for their age and are keen to discuss what they are reading. Pupils in Year 6 bring in books from home or borrow the teacher's own books because they have a limited selection from which to choose.
47. Teaching is good. All teachers have good subject knowledge and this leads to interesting, skilled questioning and pupil participation during lessons. The high expectation of pupils' behaviour allows teachers to maintain a brisk and lively pace that promotes good levels of interest and engagement. Teachers match work to pupils' ability very skilfully in the infant class and this leads to a good level of independent writing. Higher attaining pupils in all year groups are challenged well and junior pupils have specific targets to improve their writing. However, teachers do not refer to pupils' targets during lessons, which is a missed opportunity to improve pupils' achievement. Teaching assistants are used very well to support the learning of lower attaining pupils and those who have special educational needs. The marking of work is too lavish in its praise and does not inform pupils how to improve their work. As a consequence, pupils do not achieve as well as they might. Overall, assessment procedures are good and teachers use the summing up time at the ends of lessons very well to assess what pupils have gained from the lesson. However, reading records do not record pupils' progress in sufficient detail.
48. The co-ordinator is very committed and has developed her role well with the help of the LEA. She has worked closely with the headteacher, LEA and EAZ specialist staff to raise standards and to improve teaching and learning. The subject is well monitored by the co-ordinator, external agencies and the headteacher. Resources for learning are mostly good apart from shortages in reading books for the older and higher attaining pupils.

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

49. English skills are used satisfactorily across the curriculum to extend learning in subjects such as history, ICT and science. However, there are missed opportunities for pupils to write in religious education.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards have improved in Year 6 since the last inspection.
- Pupils achieve well because of the good teaching and learning.
- The school assesses pupils' work well and makes effective use of the information.
- There is insufficient emphasis on problem solving.
- Leadership and management of the subject are good.
- Monitoring of teaching is good.
- Pupils do not take enough care in setting down their work.
- Classroom assistants are used very well to support pupils' learning.



## Commentary

50. Standards in mathematics in both Year 2 and Year 6 are average and pupils achieve well. In both year groups a good proportion of pupils will reach the higher than expected levels. However, in Year 2 not as big a proportion as last year will reach the expected level. Pupils with special educational needs achieve as well as other pupils because of the good support they receive from teachers and classroom assistants.
51. The school works hard to raise standards in mathematics. Pupils enter Year 1 with average attainment and the number reaching expected and higher levels by Year 2 has risen over the past two years. Standards were well above average last year because of the good teaching. However, the number of pupils taking the tests is small and is not statistically comparable year on year, especially when many of the pupils did not join the school until midway through the juniors. Most pupils in Years 1 and 2 are working within the expected range for their age, developing a knowledge and understanding of place value and recalling addition and number facts beyond 10. As pupils move up the school the speed and range of mental calculations increases. Year 4 pupils confidently work with negative numbers, for example. By Year 6, pupils make effective use of spreadsheets to solve problems and have a satisfactory understanding of the properties of shapes. Although the curriculum for mathematics is generally well balanced, teachers do not devote enough time to allowing pupils to use the knowledge they gain to solve problems. Work in pupils' books shows few examples of the understanding of mathematical concepts to solve practical everyday problems.
52. Teaching and learning are good. Pupils are enthusiastic about mathematics because teachers try to make work interesting and challenging. Lessons start with lively mental sessions that keep pupils on their toes. Although there are no computers in classrooms, teachers make good use of the computer suite to reinforce mathematical ideas. For example, a group of Years 3 and 4 pupils used a programmable device to help them count on. Teachers make very good use of classroom assistants to teach pupils with special educational needs and lower achieving pupils. Other strengths in the teaching include:
- carefully planned lessons with clear learning objectives, which have a positive impact on pupils' learning and standards;
  - good emphasis on the correct use of mathematical vocabulary;
  - questioning is used well to check pupils' understanding and advance their thinking;
  - lessons proceed at a good pace which keeps pupils' interest and attention;
  - the teachers give clear explanations of the tasks.
53. Teaching has improved because the school makes good use of the monitoring of lessons, pupils' work and the results of National Curriculum tests to identify areas that need improvement. The school has gained extra impetus in this by taking part in various projects to raise standards and through its membership of the EAZ. These assessments, coupled with the information from the school's good tracking of pupils' progress, have enabled teachers to plan lessons carefully to take account of pupils' needs, and this has contributed to the raising of standards. Further improvements are due to the creation of booster groups, taken by the headteacher, aimed at raising standards for borderline pupils. The teaching in these groups is very good, pupils are enthusiastic and gain confidence from working in small groups. One shortcoming of the teaching is that teachers do not give high enough priority to the careful presentation of work, nor does their marking inform pupils how to improve their work.
54. The leadership and management of the subject by the headteacher are good. He has high expectations of what pupils can achieve and is a good role model for other staff. Resources for the subject are good

## Mathematics across the curriculum

55. The use of mathematics in other subjects is satisfactory but more planned opportunities could be provided. In design and technology, pupils measure ingredients when they make biscuits. They use graphs and tables to record data in science and, in information and communication technology, mathematical data is used to teach the skills of using spreadsheets.

## SCIENCE

Provision for science is **unsatisfactory**.

### Main strengths and weaknesses

- Pupils' achievement is poor because teachers' expectations are too low.
- Assessment and monitoring are unsatisfactory.
- Marking does not comment on pupils' learning in science and is too generous.
- Leadership and management are unsatisfactory.
- Pupils do not take enough pride in their work.

### Commentary

56. In the National Curriculum tests in 2003, standards were very poor by Year 6 compared with all schools and similar schools. Teacher assessments of standards at the end of Year 2 were below average, with no pupils expected to reach the higher levels in Year 2 or Year 6. Improvement since the last inspection has been unsatisfactory. Standards are currently low. Pupils' underachieve. No differences were observed between the achievement of boys and girls. Standards are low because science has not been given as high a priority as subjects such as English and mathematics, teachers' expectations of what pupils can achieve are not high enough and staffing problems have meant that there has not been a co-ordinator for some time.
57. The quality of teaching and learning is unsatisfactory. Teachers' expectations are too low, with the result that the work seen in pupils' books was unsatisfactory. There is some duplication of work. For example, pupils in Year 4 investigated simple electrical circuits when this work has already been covered in Year 1. Higher attaining pupils are not challenged and work is not well matched to pupils' capabilities. In conversations with pupils in Year 6, pupils have a sound understanding of a fair test but their written work does not reflect this. In some classes, not enough scientific investigations are carried out or enough work completed. When they are, pupils do not always finish their work and teachers do not insist that they do so. Teachers' marking does not show pupils how to improve their scientific knowledge and comments made are too generous. It is difficult to justify comments such as 'well done' or 'brilliant' when work is poorly presented and inaccurate. The lack of a co-ordinator for science last year meant that work in the subject has not been monitored. As a result, inadequacies in the teaching of the subject have not been spotted nor improvements to overcome them been effected. Assessment of pupils' work is unsatisfactory and is not used to identify what pupils need to do to improve.
58. However, the school is taking action to improve the situation. The headteacher is putting in place good plans to assess pupils' learning and monitor lessons. A new subject co-ordinator has been appointed. In the lessons seen during the inspection, teaching was satisfactory and there were some good elements. There is evidence of a more imaginative approach by some teachers who provide opportunities for pupils to make their own decisions in setting up experiments, and who provide a good range of resources for pupils to choose from. They used questioning well at the beginning of lessons to extend pupils' thinking. Teachers insist on the use of correct vocabulary and provide different tasks for the varying capabilities of pupils. However, teachers missed opportunities to take pupils' learning further in their explanations and did not challenge pupils enough in their thinking. Resources for science are good and are

easily accessible. Not enough use is made of information and communication technology to support the subject.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **good**.

### Main strengths and weaknesses

- Teachers have high expectations of pupils.
- There have been good improvements in resources since the previous inspection.
- The direct teaching of information and communication technology skills is very good.
- Information and communication technology is not used enough to support other subjects.
- Pupils have good attitudes to information and communication technology.
- Very good use is made of classroom assistants to support pupils with special educational needs.

### Commentary

59. Pupils' information and communication technology skills are above average by Year 2 and Year 6. In the direct teaching sessions seen in all the classes very good teaching enabled pupils to make rapid progress and achieve very well. Pupils with special educational needs make good progress because they receive extra help from classroom assistants. Very good improvements have taken place since the last inspection. The school is better equipped now than at the last inspection and this has led to improved standards.
60. The school uses national guidance well as the basis for planning, ensuring that all pupils experience the expected subject elements. Examples of pupils' work show above average competence in word processing, graphics and the use of spreadsheets. The computer suite is well used and pupils use other items of equipment often and confidently, such as programmable toys and tape recorders. A good amount of time is allocated to the teaching of ICT.
61. Pupils thoroughly enjoy working with computers and, by the end of Year 2, use programs very competently because the teacher has high expectations of what they can do. Year 2 pupils use an advanced multi-media package to match sounds to pictures for their presentations. Their keyboard skills are above average and they have a good knowledge of the programs being used. This was demonstrated when they instructed the classroom assistant to demonstrate on the interactive whiteboard what to do next, step-by-step. Year 6 pupils quickly learnt how to use spreadsheets to analyse and present data, adding colour and graphics to highlight different features, and higher attaining pupils were really challenged in the extension activities. The use of spreadsheets contributes significantly to pupils' understanding of mathematics.
62. Teachers' good knowledge and expertise is used extremely well in lessons to question pupils to challenge their thinking and to give clear succinct explanations. Trained classroom assistants give very good support to lower attaining pupils and pupils with special educational needs, which helps them to achieve as well as their classmates. A good amount of time is given for pupils to discuss how they are going to proceed with the demanding tasks they are given. Pupils are enthusiastic about working with computers and work well with partners or groups to achieve very well. They particularly enjoy researching information from the Internet. The direct teaching sessions enable pupils to make rapid gains in their ICT skills. Years 3 and 4 pupils in the last part of the lesson showed they had learnt how to change, retrieve, organise and amend their presentations and how to change the size and style of fonts to suit different purposes.
63. The leadership and management of the subject are good. Good use has been made of grants to provide good quality equipment and set up a computer suite. The computer suite is used well. An audit of teacher competence has been carried out and suitable training has taken place. This has resulted in teachers becoming more confident users of computers. The school improvement plan is good. Assessment procedures are sound.

## Information and communication technology across the curriculum

64. Information and communication technology is used to support teaching in English, art, history and mathematics but is not used as much as it could be to support other subjects.

## HUMANITIES

65. In humanities, work was sampled in history and geography, with only one lesson seen in history in the infants. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average and that they have improved since the last inspection. Little work was in evidence this term in geography but, in conversations with Year 6 pupils, their understanding of the use of scale and co-ordinates when using an atlas is poor, and their knowledge of places and locations sketchy. Better use could be made of assessment in both subjects to inform teachers' planning.
66. In history, pupils' knowledge of their current work was satisfactory in Year 6 and good in Year 2. Pupils were enthusiastic about their history work but were less enthusiastic about work in geography. The teaching of the lesson for Years 1 and 2 was good and pupils gained a secure understanding of the work of Florence Nightingale and what hospitals were like in those times, compared to now. The visit by two nurses to talk to the pupils greatly added to pupils' understanding of the work of nurses and doctors today, and linked very well with pupils' work in English. Marking does not often provide pupils with enough information about how to improve their work. The subjects are not sufficiently monitored to raise standards.

## RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils successfully learn about Christianity and other major world faiths.
- There are missed opportunities for pupils to use their writing skills in the subject.
- The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.
- The subject is not monitored sufficiently well to improve standards, and assessment is barely satisfactory.

### Commentary

67. Standards are broadly in line with the expectations of the Derbyshire Agreed Syllabus and this reflects the judgement made at the time of the last inspection. Pupils with special educational needs receive good support and make similar progress as all other pupils. Only two lessons were observed. A lot of work covered in religious education lessons centres around discussions, so there was limited written work to examine. This is a missed opportunity for pupils to practise their writing skills. However, analysis of the available work and talking to pupils indicate that pupils' achievement is satisfactory throughout the school.
68. Teaching is satisfactory overall but was good in the two lessons seen. Pupils in Year 6 show they are beginning to link religious teaching with everyday life, such as appreciating the need for tolerance and understanding towards people that have different values and customs from their own. This makes a positive contribution to pupils' spiritual, moral, social and cultural development. Discussions with pupils show they have a satisfactory knowledge and understanding about Christianity and other major world faiths and enjoy their lessons, particularly when the local vicar comes to talk to them.
69. The headteacher is the co-ordinator but has not monitored the subject recently to find out what improvements need to be put in place. Assessment procedures are not rigorous enough.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. No lessons were seen in design and technology or physical education and only one lesson was observed in art. It is therefore not possible to make judgements about the provision in design and technology or physical education. The indications from displayed artwork and the lesson observed show that standards are broadly average and the same as at the time of the last inspection. Work in art and design and design and technology is undertaken in blocks of time, and alternated, which means that the National Curriculum programme of study is barely adequately covered in either subject. Two lessons were seen in music, one in the infants and one in the juniors but not enough evidence was gained to make a judgement on provision.
71. **Art and design** work displayed around the school is satisfactory, with pupils producing some careful pencil drawings in the juniors. In the infants, pupils have used a variety of media to produce eye-catching and lively portraits of themselves. The use of sketchbooks during the registration period in the upper juniors is good and is improving pupils' skills. However, some of the displayed work does not challenge pupils' creativeness and imagination. For example, adults make outlines for pupils to fill in using crunched up tissue paper. This restricts pupils' ability to make their own choices and to develop their skills. Teaching was satisfactory in the one lesson observed. Pupils were encouraged to listen to music and to use this to plan art around the theme of 'Dreams'. Pupils were excited by the lively introduction and stimulating video but they spent too long sitting on the carpet listening before starting their plans. Not enough use is made of assessment to bring about improvements in the subject.
72. Very little work was seen in **design and technology**. The work seen in Year 6 was of a mediocre standard. There is no subject co-ordinator and the subject has not been monitored recently.
73. In **physical education**, the school works hard to overcome the limitations imposed by its accommodation. Pupils have the opportunity to join out-of-school clubs for football and netball. They compete against other schools in football and netball matches, and in cross-country races. Pupils benefit from weekly sessions at the local swimming baths. There is no subject co-ordinator. Satisfactory plans are underway to review the provision in physical education.
74. The school identified **music** as an area for development and has recently appointed a music specialist in order to raise standards. There are already signs that improvements are being made. For example, pupils in the music club taken by the new teacher sang tunefully and with good control because the teacher reminded them not to sing too loudly. However, in an assembly when the teacher was not present pupils' singing was sometimes harsh. Pupils made good progress in the one lesson seen in the infants because the teaching was lively. In the other lesson in the juniors the teaching was satisfactory but the teacher did not explain some of the difficult vocabulary in a playscript to help pupils in their choices of instruments to create mood. Standards attained in both lessons were as expected. The school is well placed to raise standards in music.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

**Provision for personal, social and health education and citizenship is good.**

75. Evidence gained from the programme of work shows that the school supports pupils in their personal development well. It includes sex education and education of the dangers of drug misuse, and provides pupils with good information to help them make decisions about their own lives. Specific lessons are timetabled for this work. Pupils are taught to be responsible and are given suitable responsibilities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

<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>4</b>
Attendance	5
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	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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