

INSPECTION REPORT

MARY SWANWICK COMMUNITY PRIMARY SCHOOL

Chesterfield

LEA area: Derbyshire

Unique reference number: 112666

Headteacher: Mrs T A Morrill

Lead inspector: Mr M Newell

Dates of inspection: 8th – 11th December 2003

Inspection number: 256868

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	315

School address: Church Street North
Old Whittington
Chesterfield

Postcode: S41 9QW

Telephone number: 01246 450597

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Appropriate authority: The Governing Body

Name of chair of governors: Mr S Lismore

Date of previous inspection: May 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated about 3 miles from the centre of Chesterfield. The school received the Health Promoting Schools Award in 2003. There are 315 pupils on the school roll. There is no significant level of pupil mobility. The percentage of pupils whose first language is not English is low and the vast majority of pupils are of white ethnic origin. The percentage of pupils eligible for free school meals stands at 30% and this is above the national average. The percentage of pupils with special educational needs, including those pupils with a Statement of Special Educational Need is below the national average. The nature of special educational need covers moderate learning difficulties, social and behavioural and physical and autistic. The attainment of children when they start school covers the full ability range and is below average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10638	Mr M Newell	Lead inspector	English as an additional language Inclusion Mathematics Information and communication technology Art and design Design and technology
15181	Mrs M Hackney	Lay inspector	
29504	Mrs S Herring	Team inspector	Special educational needs English Religious education History Geography
17543	Mr R Coupe	Team inspector	Foundation Stage Science Music Physical education Personal, social, health education and citizenship

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory and improving** school where the strengths outweigh the weaknesses. Pupils achieve well in the Foundation Stage and in Year 1 and Year 2 because of the good quality of teaching and learning and standards and achievement are improving in Year 3 to Year 6, although pupils are not achieving as well as they could in science by the time that they leave school. The headteacher and deputy headteacher work together very effectively and demonstrate a fierce determination to raise standards further. At the time of the inspection, the deputy headteacher had taken on the temporary role of acting headteacher. Behaviour is good although some older pupils do not take enough responsibility and initiative for their own learning. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Children achieve well and at times very well in the Foundation Stage. Pupils in Year 1 and Year 2 achieve well and attain above average standards in English, mathematics, art and design and design and technology. In Year 3 to Year 6 pupils are currently achieving well in English and mathematics. Standards in art and design are above average and pupils achieve well.
- By the time that pupils leave school standards in science are unsatisfactory and pupils do not achieve as well as they could.
- The leadership and management of the headteacher and the senior management team are good, but leadership of some subjects is not effective enough.
- Teaching and learning are good in the Foundation Stage and in Year 1 and Year 2.
- The school makes good provision for pupils' personal development and this impacts positively on how well pupils behave, although some older pupils do not take enough responsibility for their own learning.
- The school provides good opportunities for enriching pupils' learning outside of the formal curriculum and ensures that pupils' welfare and well-being are afforded a high priority.
- Good links are in place with parents, the community, businesses and other schools.
- Not enough use is made of computers to support pupils' learning across the curriculum.
- Records, information and individual education plans for pupils with special educational needs in Year 3 to Year 6 are poorly presented and difficult to access.

The school has made satisfactory progress since the previous inspection in 1999, although progress has accelerated over the last two years following the appointment of the present headteacher. Together with the deputy headteacher she set about tackling identified issues in a systematic and rigorous manner that has resulted in improvements in standards, achievement, teaching, learning and significantly behaviour. The senior management team of the school is realistic and recognises that there is still work to be done, particularly in further raising standards. However, inspection evidence shows that there is now greater staff stability, a strong team spirit and a shared determination to enable all pupils to achieve well.

STANDARDS ACHIEVED

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

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

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is **satisfactory** overall. Standards are improving by the time that pupils leave the school but there is still room for further improvement, particularly in science. The school has placed much time and effort into seeking to raise standards in English and mathematics. This is reflected in the inspection findings which show that standards in English and mathematics are now at an average level by the end of Year 6 and pupils of all abilities are achieving well overall in Year 3 to Year 6. Standards in science are below average and are on an upward trend, but over time pupils have underachieved in the subject. Standards in all other inspected subjects of the curriculum are at an average level by the end of Year 6 with pupils achieving satisfactorily. Although standards in information and communication technology are at an average level by the end of Year 2 and Year 6 and pupils achieve satisfactorily, too little use is made of computers across the curriculum.

Inspection findings indicate that standards in English and mathematics are above average by the end of Year 2 and all pupils are achieving well. Standards in science are improving and are at an average level with pupils achieving satisfactorily. Standards in art and design and design and technology are above average and pupils' achievement is good. Standards in all other subjects are satisfactory with pupils making satisfactory gains in their learning.

Attainment when children start in the nursery is below average. Good quality teaching throughout the Foundation Stage means that all children make good progress and achieve well. By the time that children are ready to start in Year 1 most have attained the nationally recommended Early Learning Goals in all areas of learning.

Pupils with special educational needs and the small number of pupils whose first language is not English receive good levels of support and are fully included in all that the school has to offer and as a result make similar progress to their classmates. There is no significant evidence of differing levels of attainment or achievement between boys and girls that cannot be explained by natural ability differences.

The school makes **good** provision for pupils' spiritual, moral, social and cultural development. Behaviour has improved significantly over the past 2 years and is now good. Although many pupils have positive attitudes to school a significant minority of older pupils are reluctant to take initiative and responsibility for their own learning. Although the school has good procedures and works hard to promote good attendance it remains unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided is **satisfactory with some good features**. Teaching and learning in the Foundation Stage and in Year 1 and Year 2 are **good** and **satisfactory with**

good features for pupils in Year 3 to Year 6, particularly, but not exclusively for the older pupils. Across the school teaching assistants make a valuable and significant contribution to how well pupils learn. Good procedures are in place for assessing and tracking pupils' progress in English and mathematics and the school is seeking to replicate this good practice in other subjects. Curriculum provision in the Foundation Stage is good and satisfactory in Year 1 to Year 6, although enhanced well by good learning opportunities outside of the formal curriculum and good links with the community, businesses and the local community which add much to pupils' learning experiences and opportunities.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall and the leadership and management of the headteacher are good. She is very well supported by an able, effective and efficient deputy headteacher and together with other members of the senior management team they have set a very clear and accurate agenda and vision for school improvement. The role of the Governing Body overall in the governance of the school is satisfactory, although there are a smaller number of governors who play a very active, effective and efficient role in holding the school to account for the quality of education that it provides. Although subject leadership is good in some subjects it is not yet rigorous or effective enough in all subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Many parents are happy with the school and the quality of education that it provides. Most parents feel that their children achieve well and make good strides in their learning as they progress through the school. The school has worked hard to develop a strong partnership with parents and parents are very appreciative of this, although a minority are not as supportive of the work of the school or their child's education as they could be.

Pupils enjoy coming to school and most take part in all that the school has to offer with good levels of interest and motivation. Pupils value the school council as they feel that it is a forum where their views are listened to and acted upon. Equally pupils feel confident in expressing their views and opinions in lessons and know that should they have any worries or concerns they will be dealt with sensitively by teaching or non-teaching staff.

IMPROVEMENTS NEEDED

- Raise standards in science by the end of Year 6.
- Make more planned and consistent use of computers across the curriculum to better support and enhance pupils' learning.
- Ensure that, where it is not already occurring, subject co-ordinators play a more active, rigorous and effective role in monitoring teaching and learning in subjects that they are responsible for.
- Put a greater expectation on pupils to take more initiative and responsibility for their own learning.
- Improve the quality and presentation of record keeping, individual education plans and other information regarding pupils with special educational needs in Year 3 to Year 6.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects.

Pupils **achieve well** in the Foundation Stage. In Year 1 and Year 2 pupils **achieve well**. In Year 3 to Year 6 pupils **achieve well** in English and mathematics. Standards are **below average** in science at the end of Year 6 and pupils **do not achieve** as well as they could.

Main strengths and weaknesses.

- Children achieve well and at times very well in the Foundation Stage.
- Pupils in Year 1 and Year 2 achieve well and attain above average standards in English, mathematics, art and design and design and technology.
- Pupils in Year 3 to Year 6 achieve well in English and mathematics. Standards in art and design are above average and pupils achieve well.
- Although standards are improving they are below average in science by the end of Year 6 and there is evidence of underachievement in Year 3 to Year 6.
- Not enough use is made of computers to support and enhance pupils' learning across the curriculum.

Commentary

FOUNDATION STAGE

2. The children make a good start to their educational lives in the Foundation Stage. Children's attainment when they start school in the nursery is below average, particularly in their communication, language and literacy, mathematical and personal and social skills. Children of all abilities make good progress and achieve well and at times very well. By the time that children are ready to start in Year 1, most have attained the nationally recommended Early Learning Goals in all areas of learning.

KEY STAGE 1

3. On the basis of the National Curriculum tests in 2003 for Year 2 pupils, attainment was above the national average in writing and mathematics and in line with the national average in reading. When compared to similar schools, attainment was well above average in reading, writing and mathematics. Teacher assessments in science in 2003 showed attainment to be at an average level. The school's trend of improvement over time has been above the national trend. Inspection findings are similar to test results and show a continuing upward trend of improvement with standards in reading, writing and mathematics being above average and all pupils achieve well. Standards in science are improving and at present are at an average level. Achievement is satisfactory. Attainment in all other inspected subjects is at an average level and achievement is satisfactory apart from in art and design and design and technology where standards are above average and pupils achieve well. Although standards in religious education are in line with the locally agreed syllabus pupils achieve well.

Standards in national tests at the end of Year 2- average points score in 2003.

Standards in:	School results	National results
Reading	16.3(15.5)	15.7(15.8)
Writing	15.6(14.8)	14.6(14.4)
Mathematics	17.1(16.0)	16.3(16.5)

There were 40 pupils in the year group. Figures in brackets are for the previous year.

KEY STAGE 2

4. On the basis of the 2003 National Curriculum tests for Year 6 pupils, attainment was average in English and well below average in mathematics and science. When compared to similar schools, attainment was average in English, well below average in science and in the lowest 5% in mathematics. The greater staff stability and the procedures that the school has put in place to improve behaviour and for tracking pupils' progress in English and mathematics are beginning to pay greater dividends. Inspection findings show that standards in English and mathematics are at an average level with a good percentage of pupils on track to exceed the level expected of 11 year olds. All pupils achieve well in these subjects. Standards are improving in science but are still below average and the pupils' achievement is unsatisfactory. Science has not been a focus for improvement in the same way that English and mathematics have but the situation is now being rigorously addressed. Standards are above average in art and design with pupils achieving well. Attainment in all other inspected subjects is at an average level and pupils achieve satisfactorily, although pupils' attainment in information and communication technology could be better across the school if more use was made of computers to enhance pupils' learning in the different subjects of the curriculum.

Standards in national tests at the end of Year 6- average points score in 2003.

Standards in:	School results	National results
English	27.1(25.7)	26.8(27.0)
Mathematics	24.0(24.4)	26.8(26.7)
Science	26.7(25.7)	28.6(28.3)

There were 48 pupils in the year group. Figures in brackets are for the previous year.

5. Pupils with special educational needs and the small number of pupils whose first language is not English benefit from good levels of support and this enables them to take an inclusive role in all that the school has to offer and to achieve as well as their classmates. Although there are some good examples of the higher attaining pupils being challenged and stretched, such good practice is not always as consistent as it should be. There is no significant evidence to indicate that boys and girls do not achieve equally well and differences in attainment levels can be explained by natural differences in ability.

Pupils' attitudes, values and other personal qualities

6. Pupils have **good** attitudes to learning in the Foundation Stage and in Year 1 and Year 2. In Year 3 to Year 6 attitudes are **satisfactory**. Behaviour is **good**. The provision for pupils' spiritual, moral, social and cultural development is **good**. Attendance is **unsatisfactory**.

Main strengths and weaknesses.

- The overall behaviour of pupils is good.
- Attendance is unsatisfactory.
- Good provision is made for the promotion of good relationships and racial harmony.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- Some older pupils do not take enough initiative and responsibility for their own learning.

Commentary

7. The school is welcoming and there are good relationships between staff and pupils. As a result, pupils enjoy coming to school and appreciate what it has to offer them. In the nursery, reception and Year 1 and Year 2, pupils quickly settle to their lessons. They are eager to learn and work collaboratively with their teachers and each other. They are well motivated, keen to please, good at sharing and are equally happy when celebrating their own achievements and the achievements of others. Whilst many pupils in Year 3 to Year 6 have positive attitudes to learning there are a significant minority who are reluctant to take initiative and responsibility for their own learning and at times are passive learners.
8. Overall behaviour is good and has improved over the last two years as a result of the hard work and initiatives taken by the school. There have been 10 exclusions, involving 5 boys during the last academic year but this still represents a significant reduction from the previous year. The vast majority of pupils behave well in class and around the school. Outside and in the dining hall relationships are harmonious. Pupils demonstrate good social skills as they talk and play together. Pupils readily take responsibility for minor tasks around the school and carry them out diligently and with a good level of maturity. There are school Year 6 monitors and a school council.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White - British	309	9	1
Mixed - any other White background	2	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed - any other mixed background	1	0	0
Black or Black British - Caribbean	2	0	0
Black or Black British - African	2	0	0
Chinese	1	0	0
Parent / pupil preferred not to say	1	0	0

9. The school makes good provision for the spiritual, moral, social and cultural development of its pupils. It is effectively underpinned by the values and principles outlined in the school's Mission Statement and its Charter of Children's Rights. Initiatives for anti-bullying and racial harmony are known, understood and practised by the pupils.

10. Although the school has good procedures and works hard to promote good attendance this remains unsatisfactory. The school is well supported by the education welfare officer and pupils are rewarded with certificates as an incentive. Parents are reminded regularly of the effect of good attendance on pupils' progress. The majority of pupils are punctual although there is a small number who are regularly late. A significant number of pupils take holidays during term time and this results in them missing important parts of their education.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	7.5
National data:	5.8

Unauthorised absence	
School data :	0.4
National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided for all pupils is **satisfactory** with some strong features. Teaching and learning are **good** in the Foundation Stage and in Year 1 and Year 2 and **satisfactory** overall in Year 3 to Year 6. Curriculum provision is **satisfactory** with good elements. The care and welfare provided for pupils are **good** and pupils' views and opinions are respected, listened to and acted upon.

Teaching and learning

The quality of teaching and learning is **good** overall. It is **good** in the Foundation Stage and in Year 1 and Year 2. Teaching in Year 3 to Year 6 although **satisfactory** overall is stronger in Year 5 and Year 6. Assessment is **satisfactory** overall.

Main strengths and weaknesses

- Teaching is good in the Foundation Stage and in Year 1 and Year 2 and satisfactory with good practice in Year 3 to Year 6.
- Teaching at times lacks pace, vigour or sufficient challenge.
- Teaching assistants make a powerful contribution to how well pupils learn.
- Teaching in art and design across the school is good.
- Teaching of information and communication technology through other subjects is not well planned.
- Good procedures are in place for assessing and tracking pupils' progress in English, mathematics and in the Foundation Stage.

Commentary

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	3 (7%)	31 (70%)	10 (23%)	0 (0%)	0 (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.

11. Teaching and learning in the Foundation Stage are good and occasionally very good. Activities in both the nursery and reception classes are well planned and offer many opportunities for the children to learn through practical, hands on activities which have a real sense of vibrancy and make learning fun. Teamwork between teachers and support staff is very good and all adults work hard to ensure that activities are appropriately challenging and expectations of children's performance are high. Good procedures are in place for assessing and tracking children's attainment. Daily assessments based on children's responses and the work completed are analysed well to check and influence children's progress in all areas of learning.
12. The quality of teaching and learning in English and mathematics is good overall although it is not taught with particular pace and dynamism for some of the younger pupils in Key Stage 2. However the effective and systematic way in which reading and writing skills are taught in other classes and the way in which teachers help to bring text to life has been a major contributing factor to the rise in standards over the last three years. In mathematics the emphasis that the school has placed on the provision of opportunities for pupils to tackle investigative and problem solving activities and the teaching of the skills to enable pupils to do this successfully has helped to raise standards. There is however still scope for further improvement in this aspect as at times pupils find difficulty transferring their numeracy skills to successfully tackle word problems. Teaching is at its best in these subjects when tasks set are demanding and challenging and take full account of the differing abilities of pupils. Although teaching in science continues to improve, evidence indicates that over time teaching has not been consistently successful in Year 3 to Year 6 because it has not equipped pupils with the necessary skills and knowledge to tackle more difficult investigative work. As a result there has been underachievement in the subject for pupils in Key Stage 2, particularly the younger ones.
13. Teaching in other subjects of the curriculum is satisfactory overall and good in art and design across the school. Teaching is often good in Year 1 and Year 2 where lessons in subjects such as history and religious education are brought to life by role-play and drama activities and by the use of artefacts, all of which help to keep pupils interested and motivated. Teaching in art and design is good because pupils are directly taught specific skills and then provided with opportunities to put them to good use in activities where they can work with different media and where pupils' own creativity is allowed to shine through. Teaching in information and communication technology is often good in the direct teaching of specific computer skills but too many opportunities are missed for pupils to put these skills to more regular and consistent use across different subjects of the curriculum and this stops their learning from being better.
14. Pupils with special educational needs and pupils whose first language is not English are generally taught well. There is good teamwork between the teachers and the very skilled classroom assistants who provide very good support for groups and individuals. Appropriate work is planned to suit pupils' needs but there is too much inconsistency in

the quality and presentation of individual education plans and this impacts adversely on pupils' learning. However, in some lessons, the pace is too gentle and undemanding to encourage pupils to achieve more.

15. Good assessment procedures are now well established in English and they are used routinely to set realistic but challenging targets for individual pupils. This has helped to raise standards. Similar procedures are now in place in mathematics. These have had a good effect on standards by the end of Year 2 and are now having a bigger impact on raising standards by the end of Year 6. Marking of pupils' work is thorough and helps pupils to improve. A good feature is the co-operation between teachers and classroom support assistants to discuss and check pupils' progress. Good use is made of information from analysis of national tests to identify and rectify any general areas of weakness. For example the development of more advanced reading skills is a current target for improvement. Assessment procedures in other areas are satisfactory but are not yet sufficiently embedded in school practice to have their biggest possible impact on helping to raise standards further.

The curriculum

The curriculum is **satisfactory** overall with some aspects, such as enrichment opportunities outside of the formal curriculum, being **good**. Accommodation and resources are **satisfactory** with weaknesses.

Main strengths and weaknesses

- Curriculum provision is good in the Foundation Stage.
 - Promotion and use of literacy across the curriculum is good.
 - There is insufficient use of computers across the curriculum.
 - The school makes good provision for pupils' personal, social and health education.
 - Some individual education plans for Key stage 2 pupils are poorly presented.
 - Aspects of accommodation are unsatisfactory.
16. The curriculum has improved well since the last inspection and is now satisfactory. The last inspection identified some curriculum areas as key issues for improvement and the school has addressed these well, although recognising that there is still room for further improvements in the investigative elements of the science and mathematics curriculum and in developing pupils as independent learners.
 17. The provision offered to children in the Foundation Stage is good because it meets the needs of young children well. The curriculum offers children the chance to achieve well through a well-planned curriculum offering high levels of interest through well-structured, practical activities which are geared towards the individual needs of children and which make learning fun.
 18. The National numeracy and literacy programmes of study are firmly embedded in school practice. Whilst the use of numeracy across the curriculum is satisfactory, the use of literacy to support learning in other subjects is good and has contributed to the rise in standards in English over the last three years. The information and communication technology curriculum is satisfactory because it makes pupils competent users but computers are not used enough in other areas of the curriculum to enhance learning and improve standards. Provision in other curriculum areas, including religious education, is satisfactory and meets all statutory requirements.

19. The school provides well for the enrichment of the curriculum through the wide-ranging visits it arranges to support learning and through the many visitors it invites to school to raise interest and encourage pupils. These include musicians, artists and many speakers as well as many educational visits such as to Kingswood, and several other local museums and scientific centres. The range and quality of extra-curricular clubs and activities is good and brings an added dimension to pupils' learning and personal development.
20. The school's provision for pupils' personal social and health education is good. Regular lessons are assimilated into the timetable. Good support is provided by the regular use of outside agencies with specialist skills, such as the nurse and the emergency support services, who make a good contribution to this area of education. Visits to meet local councillors reinforce teaching of the basic skills about citizenship and relationships, within the school community.
21. Provision for pupils with special educational needs is satisfactory overall. Work is suitably planned to meet their needs and specific equipment is available where needed, for example laptops and adapted implements are used well to support learning of pupils with physical disabilities. Support assistants play a key role in enhancing pupils' learning but are not helped by some poorly presented individual education plans for some Key stage 2 pupils where pupils' targets are difficult to read.
22. The school has sufficient teachers who are suitably qualified and experienced to teach the National Curriculum. The provision and use of support staff for pupils with special educational needs is good. Overall the accommodation is satisfactory and all the available space is used well. However, despite the best efforts of the school, financial restrictions mean that there are a number of internal areas around the school which are in a poor state of repair and do not offer an inviting or stimulating learning environment for pupils or staff. The school and caretaking staff work very hard to address this. The recent provision of a new sports and arts hall provides the school with a very good facility. There is a good amount of hard surface outside play space for the number of pupils on roll. The secure outside play area for the youngest children is satisfactory but some parts are in need of re-surfacing. Overall resources to support teaching and learning are satisfactory although the amount of computer software to support the curriculum is not at a satisfactory level. The provision of books for literacy and reading is good.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **good** and staff provide them with **good** support, advice and guidance. Pupils are involved **well** in decision-making about the life of the school.

Main strengths and weaknesses

- The school is a secure environment where the staff know pupils well.
- Pupils are well cared for through good procedures to ensure their safety, health and welfare.
- Induction arrangements are good.
- The school has good links with outside support agencies.
- Through the School Council pupils have a listened to and respected voice and pupils are involved well in improving their environment.

Commentary

23. The school has good procedures which are closely followed to ensure pupils' safety and welfare. Teaching and support staff know pupils well and they are alert to their individual needs. Health and safety issues are well monitored through regular risk assessments. Child Protection procedures are good and the school exercises its responsibilities with vigilance and care. The school has established strong links with outside agencies to help support and enhance the learning of pupils with learning, emotional and behavioural needs. The good relationships and the school's positive ethos of celebration and encouragement help to raise pupils' self-esteem and confidence. This makes a strong contribution to their progress and personal development. Pupils and their parents are involved well in setting and achieving personal and academic targets for improvement. Pupils with special educational needs and the small number of pupils for whom English is not their first language, receive good support in classrooms which enables them to take a full and inclusive part in all educational opportunities that the school has to offer. The good induction programme ensures that pupils settle quickly and that parents are kept well informed about the life of the school.
24. Pupils value their responsibilities on the School Council which plays an important role in the life of the school. Council members are proud of the fact that they have produced a School Council pack for an educational supplier which will be made available to pupils in other schools. All classes are consulted for their ideas and pupils feel confident that staff listen to their suggestions and that they have been successful in making improvements to the school environment. Older pupils have good opportunities to become trusted independent members of the school community and undertake a wide range of special responsibilities such as monitors, librarians, helping in the office and caring for younger pupils.

Partnership with parents, other schools and the community

There are **good** links with parents many of whom are very supportive. Links with the community and with other schools are **good** and enrich the curriculum.

Main strengths and weaknesses

- The welcoming nature of the school encourages good links with parents.
- Many parents support the work of the school well, but a minority have difficulty in helping with their child's learning at home.
- Inconsistencies in the quality of some reports do not ensure that all parents are well informed about their child's progress.
- Good links with the community, local businesses and other schools enrich the curriculum.

Commentary

25. The school works hard to involve parents in its work and welcomes them into school. Parents feel that staff are approachable and are readily available to answer questions and discuss concerns. Parents feel well informed through regular newsletters which provide them with news about events and changes in organisation. In each class the school provides parents with a helpful 'Aim High' booklet which contains very clear explanations of how they can help their child at home. However, although information about the topics to be taught is displayed outside some classrooms, this practice does not positively ensure that all parents receive the information. Although the school has

no formal system to canvass the views of parents, regular 'Aim High' consultation meetings are held and parents are encouraged to informally express their views and to suggest areas for improvement. Parents of pupils with special educational needs are fully involved in the review of their child's needs, achievements and progress. Whilst many parents are very supportive and provide valuable help, there are some parents who find it difficult to maintain a partnership with the school.

26. Overall the reports to parents are satisfactory and in the majority of classes parents are provided with good quality, clear information about the topics which have been taught, the progress made and any targets for improvement clearly outlined. However, there are inconsistencies in the quality of the reports between classes and some of the reports for younger pupils in Key Stage 2 are almost identical for different pupils, provide poor information about what pupils have and have not achieved and the language used is insufficiently clear or concise.
27. The school has good links with the community and local businesses which help to enrich the curriculum and pupils' experiences. Through the school's involvement with the North Derbyshire Education Business Partnership pupils benefit from an opportunity to take part in such activities as environmental work, key skills challenges, topics on building development and mathematics projects with national supermarkets. Many visitors from the community make a strong contribution to the work of the school. There are good links with other schools including joint activities with the secondary school and other primary schools, sports events and liaison between staff to discuss good practice and exchange information.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory** overall, with **good** leadership and management by the headteacher and deputy headteacher who have a **very good** grasp of what is needed to move the school forward. Governance of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher and deputy headteacher have set a very clear and accurate agenda for school improvement and have a very good awareness of the school's strengths and weaknesses.
- Leadership of literacy, numeracy and the Foundation Stage are strong but this good practice is not replicated in all other subjects.
- Although governance of the school is satisfactory, only a small number of governors play an active and effective role in holding the school to account for the education it provides.
- Financial planning and monitoring are good.
- Management of the provision for pupils with English as an additional language is good but there are weaknesses in some aspects of the management of special educational needs.

Commentary

28. The headteacher leads and manages the school well. Since her appointment two years ago she has put in place a very concise, clear and accurate agenda for school improvement where the main thrust is geared towards raising standards. After the previous inspection there was a period of time when the school did not make particularly strong moves forward. When the present headteacher was appointed she set about tackling the areas identified in the previous inspection in a rigorous manner

and this has led to improvements in teaching, learning, standards and behaviour. The headteacher however is realistic and fully recognises that there is still scope for more improvement. The head is very well supported by an able, committed and effective deputy headteacher. The headteacher was on leave at the time of the inspection but the deputy headteacher led the school through the inspection process in a highly professional manner. Evidence clearly indicates that the head and deputy work together very well and share a clarity of vision, sense of purpose and high aspirations for the work of the school.

29. Two other senior teachers, together with the head and deputy, form the senior management team and these teachers play an effective role in the leadership and management of the school and in providing good role models of effective teaching. There is a good team spirit evident throughout the school and this helps to create an effective and productive learning and working environment. All who work at the school are committed to raising standards. The head and deputy together with some subject leaders carry out good analyses of test and assessment data and are using the information increasingly well to identify areas for improvement and to track the progress of pupils. This strategy together with very good subject leadership in English and good leadership in mathematics where teaching and learning are monitored well have been key reasons why standards are rising in these subjects. This good practice is not replicated in some other subjects and this means that subject co-ordinators do not always have a good grasp of the quality of provision in subjects that they are responsible for.
30. The Foundation Stage is managed well and this helps to ensure that provision is geared towards meeting the needs of young children and that children get off to a good start in their educational lives. Management of the provision for the small number of pupils whose first language is not English is good and enables pupils to take a full and inclusive role in all aspects of the curriculum and the life of the school as a community.
31. Management of special educational needs is satisfactory overall and good for the children in the Foundation Stage and pupils in Year 1 and Year 2. The management of provision ensures that a good level of support is provided for pupils in class. However, documentation for pupils in Year 3 to Year 6 is very poorly presented and not well organised. Consequently information is difficult to find. There are several versions of individual education plans in use for Year 3 to Year 6, whereas there are good examples available in Year 1 and Year 2, which are useful, succinct and well presented. The poor quality of the written information does not do justice to or reflect the importance and care given to the pupils by the school and the special educational needs co-ordinators or the support it acquires from outside agencies.
32. Governance of the school is satisfactory and governors fulfil their statutory duties in an effective manner. Governors are supportive of the school and relationships between the school and governors are good and add to the community ethos of the school. There are a small number of governors who are most active in the life of the school, in visiting the school at work and in holding the school to account for the quality of education that it provides. These governors make a good contribution to the leadership and management of the school and have a good grasp of the school's strengths and areas for improvement. The weaker aspect is that this good practice is not evident amongst enough members of the Governing Body to enable it as a whole to evaluate the work of the school.
33. Financial management and administration are good. The funds available to the school are put to best use to impact on how well pupils learn and achieve. Good procedures

are in place for evaluating the impact of major spending decisions. Day-to-day financial management is good and effective and governors are provided with good quality financial information to help monitor spending patterns. School administration is carried out well by the school secretary and this means that the school runs smoothly and efficiently. The school applies the principles of best value well when purchasing goods and services. Taking all factors into account, the school provides satisfactory value for money.

Financial Information for the Year April 2002 to March 2003.

Income and expenditure (£)		Balances (£)	
Total income	781 192	Balance brought forward from the previous year	37489
Total expenditure	786 728	Balance carried forward to the next	31953
Expenditure per pupil	2 498		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school makes **good** provision for its pupils in the Foundation Stage of their education.

34. When children enter the school in the nursery, attainment is below average. This is particularly evident in their communication, language and literacy skills, in mathematics and in their personal and social skills. The consistently good quality of teaching that children benefit from in both the nursery and reception classes enables all children to achieve well and get off to a good start in their educational lives. Consequently many attain the nationally recommended Early Learning Goals in all areas of learning by the time that they start in Year 1.
35. The leadership and management of the Foundation Stage are good. Very good information, shared with parents, results in sensitive and effective assimilation of children into the nursery and later, smooth transition to reception. From the start of school, good assessment procedures quickly identify pupils' educational needs. Effective use of this information leads to an ongoing process of monitoring and identifying the next stage of development. Parents make a useful contribution to their children's learning both at home and in school and they are happy with the provision made by the school. Accommodation is satisfactory. There is a secure outdoor area with sufficient large apparatus to provide for pupils' physical development. However, the hard play surface has several defects and is in need of repair.

Personal, social and emotional development

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Very good expectations for good behaviour are set.
- The high quality of care and support provided by all staff provides good role models and promotes good relationships and good attitudes to learning.

Commentary

36. All staff ensure that children are equally valued and are made to feel welcome each day, and this helps them to quickly settle into classroom routines. Many children start in the nursery with personal and social skills below those expected for children of a similar age. By the time they leave reception, all reach the expected standard. High quality of teaching is provided. The staff provide good role models. In turn, children soon learn to appreciate and respect the warmth and care of their teachers. Consequently, they enjoy and eagerly respond to the many wide ranging activities provided for them. Children dress themselves and show appropriate manners when asking for or receiving things, such as the daily piece of fruit. In well-organised classroom activities, children become enthusiastic participants and readily respond to teachers' instructions. In class they collaborate well and take care of the equipment they use. Positive attitudes are promoted by the staff. Thus children develop a sense of right and wrong, knowing that their good actions and behaviour are readily rewarded with praise and acknowledgement.

Communication, language and literacy

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

Main strengths and weaknesses

- Speaking and listening skills are developed well.
- Children respond well to the interesting and stimulating reading and writing activities that are provided.

Commentary

37. The good quality of teaching enables all children to achieve well and almost all pupils are on line to achieve the early learning goals by the time they leave reception. All activities and lessons are thoughtfully planned to maximise opportunities for the development of children's speaking and listening skills. Children are encouraged to talk about their own experiences and to share their thoughts with others. They explore sounds in songs, rhymes and stories and are encouraged to extend and use correct vocabulary at all times. Teachers' well-crafted questions supported by the effective use of hand puppets encourage responses from the more reluctant speakers. Play activities prompt all children to listen and talk together imaginatively and creatively. The classroom assistants regularly offer very good encouragement to children, especially to the lower attainers in developing communication, language and literacy skills.
38. Pupils have good access to books in the classroom and enjoy listening to stories. On these occasions, teachers encourage children to predict what might happen next and develop their understanding of characters and plot through meaningful questions. As a result children's love of literature is developed and they express delight as they look forward, not only to new stories, but also to repetition of their favourites. Reading is encouraged at home and good support is received from parents who regularly come into school to change their children's reading books.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good preparation and use of assessment leads to challenging work matched to children's needs and abilities.
- The good range of realistic practical activities in lessons helps pupils achieve well.

Commentary

39. Teaching is good and all children achieve well and reach the early learning goals by the end of the reception year. Much of this is due to the fact that the children are provided with lots of opportunities to learn through practical, hands on activities and work planned is geared to meet the needs of individual children. All opportunities are taken to encourage children to use numbers correctly. A very good learning support is the class post office. It enables children to handle money, buy stamps and "write" letters before sorting the envelopes into appropriate sizes. The provision of real money makes activities more life like and meaningful. All adults insist on the correct terminology, such as long, longer etc, sometimes making deliberate mistakes, and encouraging children

to identify them. Children's work and responses are regularly assessed and recorded. This enables new work to be planned for different groups of children that is well matched to their next stage of learning.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- There is a good range of practical activities to enhance children's learning.
- Regular and effective use is made of computers.
- Teaching provides children with a good early insight into different faiths and cultures.

Commentary

40. Teaching is good and this makes sure that all children achieve well with many attaining the early learning goals by the time that they start in Year 1. Throughout the Foundation Stage, good practical and hands on activities are prepared to encourage children to extend their knowledge and understanding of the world. The teachers make good use of imminent, topical and seasonal opportunities to make teaching exciting. Learning is effective in the many practical activities that children take part in and thoroughly enjoy. Reception children explain in a satisfactory manner the changes in freezing and melting. Good discussions take place in class about the weather. These promote children's good understanding about matching clothes to the conditions and observing the effects of wind, rain and frost. Children gain confidence and familiarity with technology as they independently operate tape recorders to listen to stories and regularly use the computer. They learn well about their own culture by listening to bible stories and through assemblies and collective worship. Awareness of other people's traditions and customs is promoted well when they learn about festivals such as Diwali.

Physical development

Provision for pupils' physical development is **good**.

Main strengths and weaknesses

- There are well-planned outdoor activities and good use is made of space and equipment.
- Children are taught well how to use tools safely and correctly.
- The outdoor play surface is in need of repair.

Commentary

41. Teaching and learning are good and children attain the early learning goals by the end of the reception year. Staff provide well-planned, outdoor activities for children. Control skills are well developed through the use of tricycles and similar toys, although the hard play surface has several defects and is in need of repair. Children are encouraged to follow routes between lines and through cones. Good balance and agility are developed on the large climbing frame, whilst throwing for distance and direction are extended in small games using hoops and bean bags. Children benefit from indoor games, particularly in the hall and games such as "Tag" help them to understand the need for rules. Although staff offer high challenges, they are very conscious of

children's safety. Because of this they make sure children have a clear understanding of how to move safely, act responsibly, take turns, and make good use of space. This results in their having unimpeded access to equipment, the opportunity to experiment without fear, and good achievement and performances. Indoors, children are provided with further good opportunities to handle and use a range of tools such as stickers, scissors and rollers. They are carefully taught how to use them to advantage and through this they develop their fine motor skills well and improve their techniques. There is a secure outdoor area with sufficient large apparatus to provide for pupils' physical development. However, the hard play surface has several defects and is in need of repair.

Creative development

Provision for children's creative development is **good**.

Main strengths and weaknesses

- Children are provided with good opportunities to use and extend their imagination in art and music activities.
- Work is acknowledged and celebrated through high quality displays.

Commentary

42. Children really enjoy this aspect of their work because of the many exciting opportunities offered to them in lessons where teaching and learning are good and at times very good. Children achieve well and attain the early learning goals by the time that they start in Year 1. Teachers develop singing through jingles and short songs, which enable children to sing in tune, clap to the rhythm and make appropriate hand and body movements. In art children have learned good control of their paint brushes, so that strokes are strong and firm. They know how to select materials to make collages and pictures. This enables them to talk satisfactorily about cold colours. Children know how to make simple batik pictures and effective colour prints, such as the wallpaper in Postman's Pat's house. Teachers further broaden their creative skills by encouraging children in the production of computer-generated art which is of a satisfactory standard. Good quality display is enhanced by children's work and this develops their esteem as they celebrate their own work and the achievements of others.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- Writing skills are taught well and many good opportunities are used well to improve pupils' speaking and listening skills.
- Classroom assistants provide very good support.
- Pupils use the opportunities provided well to write for a wide range of purposes and in different subjects.

- Leadership of the subject is very good
- Some reading skills are not taught rigorously enough.
- Good assessment procedures are used well to help pupils improve.
- Not enough use is made of computers to enhance pupils' learning.

Commentary

43. Standards have improved significantly since the time of the last inspection. This improvement is due to very good leadership and management of the subject. The school has introduced good assessment procedures, which are used well. Teaching and learning have improved. The school recognises that there is still work to be done in raising standards further. On the basis of the 2003 National Curriculum tests standards at the end of Year 2 were above the national average in writing and average in reading. When compared to similar schools attainment was well above average in reading and writing. The 2003 tests for Year 6 pupils showed attainment to be in line with the national average and average when compared to similar schools. Inspection findings show that attainment at the end of Year 2 is above average and average at the end of Year 6. Differences between the year groups can be explained by the natural ability of pupils as achievement overall is good for all pupils, including those with special educational needs and the small number whose first language is not English. However, progress and achievement for some Year 3 and Year 4 pupils, although satisfactory are not always as secure as they could be. There are no significant differences in the achievement of boys and girls.
44. Pupils listen well throughout the school. Speaking and listening skills are promoted well from an early age and by Year 2 pupils focus well on adults' instructions and get on quickly with their tasks. By Year 6 most pupils listen attentively and interpret verbal instructions well. However, some older pupils remain a little passive during lessons despite the promptings of staff.
45. Pupils develop good writing skills by Year 2, as they are encouraged to write in a good range of styles in different lessons. Many good opportunities to write for a variety of audiences and purposes continue in Year 3 to Year 6 and by the end of Year 6 most pupils are confident in using paragraphs and their work shows accurate and consistent use of punctuation. Higher attaining pupils are challenged to improve their vocabulary and their writing is well organised, contains powerful description and uses more complex sentences.
46. The school recognises that pupils' reading skills are not as well developed as their writing skills when pupils leave school and has put in place a range of strategies to improve reading throughout the school. These include the purchase of a wider range of fiction books, particularly aimed at encouraging reluctant readers and in developing the pupils' ability to locate information quickly and accurately as some pupils are less confident at finding information. Reading standards are above average by the end of Year 2 because pupils are expressive and fluent readers and have a good battery of strategies to help them tackle unfamiliar words. The weaker element is their ability to locate information in books quickly and accurately. A similar situation arises by the end of Year 6 where pupils are confident and expressive readers but too few pupils have acquired higher order reading skills such as skimming, scanning and reading beyond the literal level because such skills have not been taught rigorously enough.
47. Teaching and learning are good overall, particularly in Year 1 and Year 2 where well-established strategies, including direct teaching of phonic skills and regular writing practice, ensure that learning is good. Writing skills are systematically and rigorously

taught well across the school. Although reading skills are now being taught in the same manner, evidence suggests that this has not been the case over time and explains why reading standards lag a little behind writing standards. Teaching is good overall in Year 3 to Year 6 but is not as consistently good for some pupils in Years 3 and 4 as it is for the older pupils at this key stage. When teaching is at its best tasks are demanding and challenging and teachers bring the text to life to add interest and excitement. Pace and drive in lessons are responsible for more pupils than average achieving the higher levels. In contrast, when teaching does not reach this level it is because activities are unexciting, the introduction lacks a clear focus or simply the work is too easy. A strength throughout the school is the very good contribution made by the skilled support assistants who are well briefed by the teachers. They have a very good relationship with those pupils they support on a regular basis but also use their initiative in lessons to offer help where it is needed. The quality of the presentation of some individual education plans in Year 3 to Year 6 makes it difficult to access the targets and to plan work accordingly, unlike in Year 1 and Year 2 where the plans are clear, concise and used well to enhance pupils' learning. Some use is made of computers to present pieces of work but this is limited.

48. The subject is managed very well by joint co-ordinators who work very effectively together and have played a major role in raising standards and improving the quality of teaching and learning. The co-ordinators have a very clear agenda for improvement and know exactly what needs to be done to raise standards even higher. Good procedures are in place for monitoring and evaluating the quality of teaching and learning. Equally good are the procedures for assessing and tracking pupils' progress and for target setting which have become increasingly effective in improving how well pupils learn and achieve.

Language and literacy across the curriculum

49. Pupils make good use of their literacy skills in many subjects. The good opportunities to write for different purposes have helped pupils to improve their writing skills well. Good opportunities are capitalised on to extend pupils' speaking and listening skills across the curriculum.

MATHEMATICS

The provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- Teaching is good but more opportunities need to be provided for pupils to learn through investigative and problem solving activities.
- Teaching assistants play a valuable role in helping pupils to achieve well.
- The subject is well led and managed.
- Good procedures are in place for assessing and tracking pupils' progress.
- Not enough use is made of computers to support and enhance pupils' learning.

Commentary

50. On the basis of the 2003 National Curriculum tests for Year 2, pupils' attainment was above the national average and well above average when compared to similar schools. Tests for Year 6 pupils showed attainment to be well below the national average and very low, in the lowest 5%, when compared to similar schools. Inspection findings paint

a more positive picture. Inspection evidence shows that by the end of Year 2 attainment is above average and all pupils are achieving well. The good leadership and management of the subject and the effective use of procedures for assessing and tracking pupils' progress has helped to bring about a significant rise in standards by the end of Year 6 with attainment at an average level and all pupils achieving well overall. Differences in attainment between the key stages can be explained by natural ability differences of the pupils. There is no significant evidence of different levels of achievement of boys and girls. Improvement since the last inspection has been good.

51. By the end of Year 2 standards are above average. The good quality of teaching places a good emphasis on pupils learning through practical, hands on activities with real life relevance alongside the acquisition of new mathematical concepts. The main area for improvement is for pupils to use their mathematical knowledge and skills more effectively when problem solving. Standards at the end of Year 6 are currently average but most pupils are achieving well. Pupils have secure mental ability skills and have a satisfactory understanding of place value. Their understanding of shape, weight and measures is satisfactory and most pupils measure with a reasonable degree of accuracy. Although pupils' data handling is satisfactory too much recording of graphs and tables is done by hand rather than using computers. It is in the area of using and applying mathematical skills that most improvement is needed as pupils find difficulty in applying their skills to problem solving activities which are presented in different formats or wordings.
52. Teaching and learning are good overall and this makes an important contribution to pupils' achievement. Teaching in most lessons is challenging and geared to the individual needs of the pupils. The good range of practical activities that are provided for younger pupils to learn through alongside the direct teaching of new mathematical concepts improve learning and help to keep pupils interested and motivated. The co-ordinator has introduced, across the school, the initiative of a lesson a week concentrating on the development of pupils' problem solving skills and this initiative is beginning to pay dividends although there is still much scope for raising standards in this aspect of the curriculum. Most lessons have good pace and learning objectives are shared with the pupils. The session at the end of the lesson is often used well to assess what has or has not been learnt and the information used well to guide the planning for future lessons. Pupils are set targets and they are well aware of these, although some older pupils are not always eager to take enough responsibility for their own learning. Teaching assistants are very effective and make a major contribution to how well pupils with special educational needs and pupils whose first language is not English, learn. Marking of pupils' work is satisfactory overall and is at its best when clear indicators for improvement are outlined. More use needs to be made of computers to support and enhance pupils' learning because at present too many opportunities are missed.
53. The subject is well led and managed. The co-ordinator is knowledgeable and enthusiastic and has carried out a good number of lesson observations and provided formal feedback to teachers. He also monitors teachers' planning but recognises that more use could be made of scrutinies of pupils' work to monitor the quality of teaching and learning. Good procedures are in place for assessing, tracking and analysing pupils' attainment and the information is used well to set targets for individual pupils, groups of pupils and targets for whole school refinement

Mathematics across the curriculum

54. The use of mathematics across the curriculum is satisfactory. There are some good examples in subjects such as design and technology where teachers emphasise the importance of accurate measuring and recording but there are occasions, particularly in science, where opportunities are missed to enhance pupils' learning.

SCIENCE

The provision for science is **satisfactory**.

Main strengths and weaknesses.

- Standards are improving but they are not high enough by the time that pupils leave school.
- Teaching and curriculum weaknesses have been identified by the newly appointed co-ordinator and appropriate action taken.
- Monitoring of teaching and learning and analyses of test data are not yet effective or rigorous enough.
- There is little use of information and communication technology in the subject.

Commentary

55. Teachers' assessments of pupils' attainment at the end of Year 2 in 2003 showed attainment to be at an average level. On the basis of National Curriculum tests for Year 6 pupils in 2003 attainment was well below the national average and well below that found in similar schools. Inspection findings show that by the end of Year 2 standards are at an average level and achievement is satisfactory for all pupils. However, by the end of Year 6 standards are below the national average and have declined since the last inspection. Nevertheless standards for these pupils have now started to improve, but are not yet as high as they should be and achievement is unsatisfactory.
56. By the end of Year 2 standards are at an average level and achievement in Year 1 and Year 2 is satisfactory. Pupils learn through activities that are investigative and hands on as well as the systematic acquisition of scientific knowledge. Pupils are beginning to get a satisfactory understanding of simple factors that might influence fair testing. Pupils have a good knowledge of life processes and living things and a satisfactory knowledge of the requirements for growth. Their understanding of electricity is secure although their use of an accurate scientific vocabulary is more limited. Standards by the end of Year 6 are not high enough because the subject has not had a sufficiently high profile in the school's quest to raise standards overall. The action taken by the new subject leader has now started to address this. The implementation of a new scheme of work and in-service training, resulting in improved teaching methods, is beginning to show positive benefits to both teaching and learning. However, the impact of these developments has not had enough time to achieve the standards required and pupils' scientific knowledge is not strong across the different aspects of the subject. Pupils have a satisfactory understanding of fair testing but are not able to initiate their own investigations. Their lack of scientific knowledge prevents them from making accurate predictions or hypotheses and in explaining their work using an accurate scientific vocabulary.
57. Teaching and learning are satisfactory at the present time and are having a positive impact on helping to raise standards but over time teaching has been unsatisfactory and is a significant reason why there is underachievement in Key Stage 2. Teaching is

improving because teachers place much more emphasis upon providing opportunities for pupils to develop investigative skills and conduct practical activities. The school's better approach to teaching and learning is reflected in the way in which "real life" problems are presented to pupils and they have to find scientific solutions, whether it is linked to electricity, sound insulation or force and friction. Pupils are expected to put their literacy skills to good use. Support assistants support pupils' learning well. The in-service training that staff have undertaken has led to a stronger subject knowledge and to the subject being taught with greater confidence and conviction. This renewed enthusiasm is being reflected in pupils' attitudes to the subject which are very positive and many pupils show an eagerness to learn. There are however a minority of pupils who are passive learners and the school has rightly identified the need for pupils to take a greater responsibility for their own learning through initiating their own experiments and undertaking more independent research. Not enough use is made of computers for research purposes or for presenting findings in different formats such as tables, charts or graphs.

58. Leadership and management of the subject are currently satisfactory but over time this has not been the case. The co-ordinator has a very good grasp of what is needed to improve standards and provision in the subject and during the short time that he has been in post he has had a positive impact on teaching and learning across the school. However there is not enough time allocated for the co-ordinator to rigorously monitor teaching and learning and to further improve the satisfactory procedures for assessing and tracking pupils' progress and for target setting.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards are improving.
- Not enough use is being made of computers across the curriculum.
- Software resources are unsatisfactory in some subjects.
- Good learning opportunities are provided outside of the formal curriculum which enrich pupils' learning.
- Monitoring of teaching and learning is not rigorous enough.

Commentary

59. Standards are at an average level by the end of Year 2 and Year 6 and all pupils are achieving satisfactorily. Standards are improving because of the regular access that pupils have to computers and because specific skills are being taught in a direct manner. There is still room for improvement which should come about as teachers consistently capitalise on opportunities to use computers to enhance pupils' learning in other subjects of the curriculum. This is not the case at the present time. Improvement has been good since the time of the last inspection.
60. Throughout the school pupils enjoy using computers and work well together. This is important as the computer suite is quite cramped and space is at a premium. By the end of Year 2 pupils have satisfactory keyboard skills and control the mouse well. Many pupils know how to log on, access different programs and save their work. Pupils have a satisfactory awareness that information is all around them and that computers are just one way of accessing different forms of information. Pupils do not always use an

appropriate technical vocabulary when talking about their work. Pupils continue to make satisfactory gains in their learning as they move through Year 3 to Year 6. By the time that pupils leave school they are competent computer users. Pupils merge text and graphics confidently, complete spreadsheets satisfactorily and have developed secure word processing skills. Pupils show an appropriate awareness of the use and potential of computers in the wider world and are now using an accurate technical vocabulary when talking about their work. Pupils have a satisfactory knowledge of the potential of the Internet and electronic mail but a less secure knowledge of features such as sensors or graphic modelling.

61. The quality of teaching and learning is satisfactory with some good features. The computer suite is well used and it is here that pupils are directly taught a good range of specific skills which are then put to good use in meaningful and relevant activities. Over time teachers' knowledge and expertise have improved because of good quality training and this enables them to explain tasks well and to deal effectively with any problems pupils may be experiencing. A computer technician works at the school on a part-time basis and provides good levels of support and guidance and enhances the learning of all pupils. The small size of the computer suite makes the management of pupils a priority and there are occasions when teachers do not gain the full attention of pupils or allow the noise level to become too high and in doing so pertinent and relevant teaching points are missed by some pupils and prevents their learning from being stronger. Visits to a residential centre where pupils study computer skills, links with high schools on computer projects and extra-curricular computer clubs are all good initiatives that enhance pupils' learning as well as adding to their personal development.
62. Leadership and management of the subject are satisfactory. The co-ordinator has a good grasp of the strengths of the subject and the areas that need to be improved. Satisfactory assessment procedures are in place and a portfolio of levelled work is being put together to enable teachers to more accurately assess the levels at which pupils are working. The co-ordinator monitors planning but has not yet been provided with sufficient opportunity to monitor the quality of teaching and learning across the school. Resources are satisfactory overall but there is a need to increase the quantity and quality of software to support the greater use of computers across the curriculum.

Information and communication technology across the curriculum

63. The use of information and communication technology across the curriculum is unsatisfactory. The many opportunities that are on offer for computers to be used to enhance pupils' learning in other subjects of the curriculum are not planned for and are restricted because of a lack of good quality software resources. This prevents pupils' attainment and achievement from being better as well as restricting pupils' opportunities to develop as independent learners.

HUMANITIES

64. Insufficient evidence was available to make a judgement about the quality of provision in geography with more evidence available in religious education and history.
65. Work was sampled in **geography** and evidence indicates that standards are at an average level by the end of Year 2 and Year 6. The subject is taught regularly. The school makes good use of the local area to help younger pupils make comparisons between their own environment and that of other places. Older pupils have a satisfactory knowledge of the wider world, have developed satisfactory mapping skills and use grid references to plot or locate features on maps. A good range of visits to

places of geographical interest enhances learning. There is little evidence of the consistent use of computers to enhance learning or of independent study and research.

Religious Education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Year 1 and Year 2.
 - The subject makes a good contribution to pupils' personal development.
 - There are good opportunities to develop literacy skills.
 - The use of information and communication technology is underdeveloped.
 - Visitors to school enrich the curriculum but there are few opportunities to visit places of worship of different faiths.
 - Monitoring of teaching and learning are not rigorous enough.
66. Pupils attain standards in Year 2 and Year 6 that are broadly in line with the requirements of the locally agreed syllabus. Pupils in Year 1 and Year 2 achieve well with pupils in Year 3 to Year 6 achieving satisfactorily. Improvement has been satisfactory since the last inspection.
67. Pupils in Year 2 have a sound understanding of Christianity and Judaism and knowledgeably discuss the significance of light in different world religions. They reflect sensibly on personal qualities such as bravery, relating instances such as the first day in school or having an operation. By Year 6 pupils have developed a satisfactory knowledge of world faiths, such as Hinduism and compare well the similarities in beliefs between religions, such as light overcoming darkness. They consider moral issues in some depth, for example qualities that constitute a friend or a foe and whether to help wounded enemies in war. Discussions of these wider moral issues and the examination of major world faiths make a good contribution to pupils' personal development.
68. Teaching is good in Year 1 and Year 2 and all pupils achieve well. Teaching and achievement are satisfactory in Year 3 to Year 6. In Year 1 and Year 2 teachers often create a good spiritual atmosphere by dimming the lights and lighting a candle. Pupils are encouraged to reflect on their own feelings. Good use is made of questions to help pupils recall relevant stories and to challenge pupils at the appropriate level. Throughout the school pupils with special educational needs are fully included in lessons because of the good support from the classroom assistants. Visitors to school who share their expertise enrich learning, for example a Jewish lady discusses customs and practices in her faith, from personal experiences. In Year 3 to Year 6 where teaching is satisfactory teachers capitalise on the opportunities to increase pupils' awareness of the needs of others around the world whose lives may be less fortunate than their own. Teaching encourages pupils to contribute to lessons but there are some pupils who are reluctant to do so and this is partly due to the fact that expectations are not high enough. Pupils produce a good range of writing in the subject, which helps to develop their literacy skills well. However, insufficient use is made of information and communication technology to research and pursue pupils' own lines of enquiry. Pupils visit the local church, but there are few opportunities to experience other places of worship.
69. Leadership and management of the subject are satisfactory. Teachers' planning is monitored well and the co-ordinator provides lots of informal guidance and support for

colleagues. Assessment is satisfactory but there have not been enough opportunities provided for the monitoring of teaching and learning through observations of lessons or through the scrutiny of pupils' work.

History

Provision in history is **satisfactory** overall.

Main strengths and weaknesses

- Interesting visits are arranged to enrich learning.
 - There are good opportunities to develop writing skills.
 - There are insufficient opportunities for individual research either from books or computers to develop pupils as independent learners.
 - There are no formal procedures in place for monitoring teaching and learning.
70. Standards are in line with national expectations by the end of Year 2 and Year 6 and all pupils achieve satisfactorily. There has been satisfactory improvement since the last inspection with the appointment of a subject co-ordinator, the introduction of a scheme of work to improve the curriculum for Year 3 to Year 6 and an improvement in resources. New procedures for assessing pupils' progress have been devised and are of a satisfactory standard but are not yet fully implemented.
71. Pupils in Year 2 have a satisfactory knowledge of the past and of festivals such as Remembrance Day and relate this well to the significance of the local War Memorial. They have gained a secure understanding of the Victorian way of life through their work on the Victorians. Pupils continue to gain knowledge about the past at a steady rate as they move through Year 3 to Year 6. By the end of Year 6 pupils recount a good range of Greek myths and legends, and compare what they have learned about Greek architecture to their observations on the buildings when visiting the Mayor's Parlour in the Town Hall. However much of the work for older pupils, on the walls and in books, is related to acquiring facts and knowledge about different periods of history with less evidence of pupils being required or challenged to follow their own lines of historical enquiry or research either from books or by using computers. This hinders their capacity to develop as independent learners.
72. Teaching and learning are satisfactory with some good features. Teaching is good when artefacts are used to help bring the subject to life or when for example in Year 2 the teacher entered into the role of a Victorian school teacher to help describe to pupils what school would have been like. In such instances the pupils become totally engrossed in the lessons and learn a great deal. There are good examples of pupils' literacy skills being put to good effect such as taking notes when watching a historical video so that they could then recount the facts in more detail later. On occasions the pace in lessons is too slow and pupils' interest wanes. Pupils' learning is enhanced through a good range of visits to places of historical interest.
73. The subject is satisfactorily managed. Planning and pupils' work are monitored and evaluated but there have been too few opportunities to directly monitor teaching in the classroom.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Only a small number of lessons were observed in design and technology, music and physical education and so secure judgements on the quality of provision and teaching are not possible.
75. In **music** available evidence indicates that standards are in line with national expectations by the end of Year 2 and Year 6. In the lessons observed teachers were well prepared. Pupils showed they had acquired appropriate skills in playing percussion instruments, which they could use sufficiently well to accompany songs. Some of the older pupils are adept at learning new songs and perform them in rounds. The quality of singing in assembly is satisfactory. Large numbers of pupils benefit from participating in school productions and in the school choir. The school is enjoying the benefits of a new scheme of work and appropriate curriculum time is allocated to lessons. A good feature is the way the school extends pupils' musical interests by inviting musicians to perform for pupils in the school, such as a professional string quartet.
76. In **physical education** some good teaching for older pupils was observed. Here the teacher was very skilled, displayed good subject knowledge and expertise and as a result, pupils show good dance skills and movement during aerobics. Planning documents show that appropriate curriculum time and the breadth of work covered are in line with National Curriculum recommendations. Extra curricular activities in sport are satisfactory and support learning in lessons. Most Year 6 pupils benefit from participating in adventure activities when attending a residential course and by the time they leave school nearly all pupils can swim a distance of at least 25 metres.
77. In **design and technology** evidence indicates that standards are above national expectations by the end of Year 2 and in line with national expectations by the end of Year 6, reflecting the natural ability of the different groups of pupils. The subject is taught regularly and planning is of a good standard. Pupils are provided with many opportunities to design, make and evaluate a wide range of different products such as bird boxes, necklaces, fabric puppets, moving vehicles, shelters and board games. Pupils are directly taught sewing, cutting, joining and designing skills. A good emphasis is placed on food technology and pupils often work with different construction kits and have to make models that follow a specific design brief. Pupils' learning is enhanced through links with local businesses such as builders and restaurant owners. Good links are made with literacy and numeracy as pupils are asked to write instructions for building models that classmates have to follow and teachers stress the importance of accurate designing and measuring but evidence indicates that not enough use is made of computers to support and enhance pupils' learning.

Art and design

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

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and Year 6 and all pupils achieve well.
- Pupils are provided with many opportunities to work with a range of different media.
- The direct teaching of artistic skills is good.
- No formal procedures are in place for monitoring the quality of teaching and learning.

Commentary

78. Standards in art and design are above average by the end of Year 2 and Year 6 and all pupils achieve well. Improvement has been good since the time of the last inspection.
79. Standards are good because the subject is taught well and because pupils are provided with many opportunities to work with a wide range of media in both two and three-dimensional format. By the end of Year 2 pupils have developed good colour mixing techniques and use a range of different brushes and strokes to produce different effects. Pupils' observational drawings are of a good standard and they produce good quality finished pieces of work in the style of artists such as Monet. Already pupils are becoming effective at evaluating their work. Pupils continue to make good progress through Year 3 to Year 6. By the time that pupils leave the school many are good artists. Pupils work with a range of different media including paint, pastels, charcoal, wax, pencils and crayons. They produce good pieces of work in the style of Impressionist painters and produce good quality portraits, landscapes and collages. Work such as masks and clay pots are examples of the three-dimensional work that they carry out successfully.
80. Teaching and learning are good. Pupils are taught techniques such as colour mixing, brush techniques, the importance of perspective and how different artists use different techniques. Pupils are then provided with opportunities to put these skills to good use. Teachers are enthusiastic about the subject and this is transmitted to the pupils who thoroughly enjoy the subject. Teachers encourage pupils to put their own marks of creativity and imagination into their work and so finished pieces are not uniform across the class. The emphasis that teaching places on the work of different artists from around the world not only improves ideas and techniques but also enriches pupils' cultural awareness. Working with local artists and visits to art galleries are other initiatives that add another dimension to pupils' learning.
81. Leadership and management of the subject are satisfactory. The co-ordinator is knowledgeable and provides much informal guidance and support for colleagues. She has produced a very good quality portfolio of pupils' work which sets high expectations as to the standard of work that is expected across the school. Although there is much informal assessment of pupils' work and the co-ordinator monitors work through displays around the school there are no formal procedures in place for the direct monitoring of teaching and learning across the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The school makes **good** provision for pupils' personal, health and social education and citizenship.

82. The school has an established programme of study, which is carefully structured to meet curricular requirements and to meet the individual needs of pupils. Regular lessons are timetabled. Appropriate and sensitive consideration is given to the teaching of sex education and to the raising of pupils' awareness of the dangers of drugs and to their personal safety. Where it is beneficial, the help of outside agencies, such as the school nurse, the police, fire officers and other visiting speakers are invited to offer their expertise. Through initiatives, such as the school council, pupils make suggestions for improvement and support one another. Visits to meet local councillors reinforce teaching of the basic skills about citizenship and relationships within the school community and beyond.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
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
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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

