

INSPECTION REPORT

NORBRIGGS PRIMARY SCHOOL

Staveley

LEA area: Derbyshire

Unique reference number: 112705

Headteacher: Mrs A Pickard

Acting Headteacher: Mrs S Eyre

Lead inspector: Mr G Jones

Dates of inspection: 1st – 4th March 2004

Inspection number: 257028

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	198
School address:	Norbriggs Road Mastin Moor Chesterfield Derbyshire
Postcode:	S43 3BW
Telephone number:	01246 473398
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs C Ludlow
Date of previous inspection:	11 th January 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated on the edge of Staveley, Chesterfield. It serves an area of high economic and social deprivation. It is smaller than most primary schools, with 198 pupils on roll, aged between three and eleven years. The school serves the immediate community but also admits nursery pupils from a wider area. There is a high incidence of pupils leaving and others taking their place. The head teacher has been on long-term sick leave since May 2003 and her post has been covered by an experienced acting head teacher since January of this year. The proportion of boys and girls varies significantly in different year groups. There are two mixed-age classes for reception and Year 1 and Years 1 and 2. There are single classes for all year groups in the juniors. The school admits children to the nursery class in the September or January after their third birthday. Children's attainment on entry is well below average. Virtually all pupils are from white ethnic backgrounds. There are two pupils with English as an additional language. Twenty-two per cent of pupils have special educational needs, which is close to the national average. Two per cent of the pupils have a statement of special educational need, which is below the national average. The proportion of pupils in receipt of free school meals is above average. Since the last inspection in 1999 the school has been re-assessed successfully for Investor in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11816	Mr G Jones	Lead inspector	Science Foundation Stage Art and design Design and technology
14141	Mr E Marshall	Lay inspector	
32827	Mrs J Marshall	Team inspector	Mathematics Religious education History Music
27541	Mr J Collins	Team inspector	English Information and communication technology Geography Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school is not effective. The leadership and management of the head teacher, senior staff and governing body are unsatisfactory because effective processes to improve standards have only recently been put in place. Since the acting head teacher was appointed in January 2004 there have been good improvements but too little time has elapsed for these to have had an impact. Teaching and learning are variable with examples of very good and good teaching but overall teaching and learning are unsatisfactory. By the time pupils have reached eleven years of age they are not achieving as well they should and standards in English, mathematics and science are well below average. **The school provides unsatisfactory value for money.**

The school's main strengths and weaknesses are:

- Pupils do not achieve well enough because the teaching and learning are not good enough.
- The leadership and management of the head teacher, key members of staff and the governing body are unsatisfactory.
- Provision for pupils with learning difficulties and their achievement is good.
- Children in the nursery class are taught well and make good progress in their learning.
- Pupils' attitudes and behaviour are good because staff have tackled related problems.

The school was last inspected in January 1999 and has not made enough improvement since then. The quality of pupils' writing has not improved. There are still insufficient opportunities for pupils to develop independent learning skills and lesson planning does not consistently meet the needs of the pupils. Standards have not improved and teaching is not as good as it was. However, clear aims to lessons are now identified and homework arrangements have improved.

In accordance with section 13 (7) of the School Inspections Act 1996 I am of the opinion, and HMI agrees, that special measures are required in relation to this school.

STANDARDS ACHIEVED

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

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

E - within the lowest 5% of schools across the country*

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

Pupils' achievements are not high enough, particularly amongst the more able pupils. This is reflected in the slow progress made by pupils between Year 2 and Year 6 when compared with those of similar schools. In a number of infant and junior classes the work planned in English, mathematics and science is not at an appropriate level to enable pupils to make sufficient progress. Pupils with learning difficulties and children in the nursery class achieve well because of good teaching but by the time children reach the end of the Reception Year they have not achieved the goals expected. Seven and eleven year olds' standards in reading and writing are well below average. Standards in mathematics are average in Year 2 and well below average in Year 6. In science they are below average in Year 2 and well below average in Year 6. Standards in art and design are above average. It was not possible to make accurate judgements in geography, history and design and technology.

Pupils' personal development is good. The provision for their spiritual, moral and social development is good. Provision for their cultural development is satisfactory. Pupils' attitudes and behaviour are good. They behave well in class and any incidents of poor behaviour are dealt with quickly and unobtrusively. Members of staff have high expectations of behaviour and teach the differences between right and wrong well. Punctuality and attendance are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is unsatisfactory. Teaching and learning are unsatisfactory. Pupils' acquisition of knowledge, skills and understanding is slowed because work planned is often not challenging enough. The assessment system used by teachers needs improvement. Pupils still have not learned to work independently and co-operatively and this often slows the pace of lessons. Teaching and learning also have good features in most classes and are particularly good in the nursery class.

The quality and range of the curriculum are satisfactory. There is a good emphasis placed on the provision for music both during the school day and in extra-curricular activities. Pupils with special educational needs are supported well. Pupils are well cared for and receive good guidance from adults in the school. Provision for health and safety is good as are procedures for child protection.

LEADERSHIP AND MANAGEMENT

Leadership and management are poor. School leadership has not provided the drive or direction to enable the school to improve its standards. Pupils' progress has been checked and the school's test results were analysed but most staff were not aware of the results that could have helped them raise achievement. Subject leaders have had little influence on the work of the subjects they managed and very few checks were carried out to identify strengths and weaknesses. The governing body is not involved sufficiently in challenging the way the school is run and does not act in the manner of a critical friend to ensure that pupils' achievements are improved through a well-constructed school development plan. Since the appointment of the acting head teacher a number of the above issues have begun to be addressed. Co-ordinators are now monitoring plans and samples of pupils' work as well as observing lessons to identify areas in need of development. An ethos of higher expectations is quickly beginning to evolve but, as yet, there has not been sufficient time for changes to have enough impact. The school complies with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Questionnaire comments and comments received from parents were varied. Concern was expressed about pupils' behaviour, bullying or harassment at school and how well the school is led and managed. In addition, a significant number felt that the school does not explain how they can help their children at home or provide appropriate homework. Responses from pupils indicate a high level of satisfaction with the school. They enjoy school and feel that teachers are fair and support them well with learning. They also feel they are trusted and are given responsibility.

IMPROVEMENTS NEEDED

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

- Raise pupils' achievements in English, mathematics and science throughout the school.
- Improve the quality of teaching
- Improve the quality of leadership and management of the head teacher, key staff and governors.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils do not achieve as well as they are able, especially the groups whose attainments are higher than others in the school. Pupils with special educational needs achieve well. When children are admitted to the nursery class their attainments are well below average for their age and at the time when they are ready to enter Year 1 of the school their attainments are still well below average. When pupils reach the age of seven their standards in English language and literacy skills are well below average but their standards in mathematics for this age group have improved to a level that is close to the average. By the age of eleven pupils' standards are well below average in English, mathematics and science.

Main strengths and weaknesses

- Eleven year old pupils do not achieve well enough in English, mathematics and science.
- In comparison with their standards in Year 2, progress made by Year 6 pupils is in the lowest five per cent of schools in the country for English and science and well below average in mathematics.
- Children achieve well in the nursery class.
- Pupils with special educational needs and those for whom English is not their mother language achieve well.
- Attainments in art and design are above average.

Commentary

1. Children enter the nursery class with attainments that are well below average for their age, particularly in their personal, social and emotional development. Children achieve well because the activities planned for them enable them to make good progress in their learning. The more able pupils make especially good progress and the attainments of this group of children enables the overall levels to improve in the areas of learning for children in the Foundation Stage. The consistently good teaching and the good provision contribute positively to this good achievement. However, the majority of these higher attaining children leave the school before they enter the school's reception class and as a result the overall level of attainment falls to a level that is well below average by the end of Year 1. The activities planned for children in the reception class are sometimes inappropriate for the attainments of the children and as a result they make insufficient progress.

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

Standards in:	School results	National results
Reading	14.9 (14.7)	15.7 (15.8)
Writing	12.8 (13.2)	14.6 (14.4)
Mathematics	16.7 (16.1)	16.3 (16.5)

There were 21 pupils in the year group. Figures in brackets are for the previous year.

2. The table above shows that standards in the national tests in 2003 were below average in reading, well below average in writing and average in mathematics. Pupils' standards in writing have been significantly lower in writing than in reading and mathematics for the past three years. Compared with similar schools in the country the school's results were average for reading, well below average for writing and well above average for mathematics. Overall the rate of improvement in standards over the past three years is below the national trend.

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

Standards in:	School results	National results
English	24.0 (24.3)	26.8 (27.0)
Mathematics	24.4 (25.1)	26.8 (26.7)
Science	25.2 (25.4)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

3. The above table indicates that standards in the 2003 national tests for eleven year olds were well below average in English and mathematics and in the bottom five per cent of school in the country for science compared with pupils from other schools nationally. In comparison with similar schools standards were well below average in all three of the above subjects. Standards in English and science have remained in the lowest five per cent of similar schools over the last three years and standards in all three subjects are even lower than in the previous year. Compared with their prior attainment in Year 2 the improvements made by the school's Year 6 pupils were in the bottom five per cent of similar schools in English and science and well below average in mathematics.
4. The findings of the inspection showed that standards in English, mathematics and science are still well below average. However, the school has decided sensibly to focus on improving pupils' speaking and listening skills because an improved facility in expressing their ideas and thoughts will have a beneficial impact on pupils' writing skills. Evidence gained from observing lessons shows that teachers are now insisting on pupils providing more than a single word as an answer and planned activities enable them to improve their speaking skills as a result of listening to others. In the short period of time since the acting head teacher re-introduced this strategy, which originally one was a main objective of the Intensive Support Programme used by the school, it is beginning to have an impact on their writing skills. Reading standards throughout the school are below the levels they should be. Standards in mathematics for the seven year old pupils are at a level that is close to the average. Pupils are usually extended satisfactorily so that the vast majority are on course to achieve the level expected by the end of the year and the more able pupils will be working above it. Standards in mathematics for the eleven year olds are well below average but evidence from observing lessons shows that pupils' understanding of new mathematical ideas is beginning to improve. Science standards are also well below average for eleven year olds. Pupils do not yet have a firm grasp of fundamental scientific ideas such as the concept of fair testing when carrying out investigations.
5. The school's eleven year olds do not achieve as well as they should do in English, mathematics and science. Reading skills are not developed satisfactorily because there is a lack of a systematic reading programme within the school. For example, infant pupils find it difficult to build words and do not use clues that pictures or the context of stories provide to help identify the word. There is little evidence from pupils' written work that their skills are being developed progressively. In mathematics lessons teachers do not always provide enough challenge for all groups of pupils and this results in insufficient progress in learning new mathematical concepts, especially for pupils who are more able. Pupils make insufficient progress in science because there is not enough consistent attention to pupils' understanding of scientific ideas and not enough practical work where pupils can learn by direct experience of investigations and experiments. Overall pupils are not provided with sufficient opportunities to practise their skills in reading, writing and mathematics in a range of different subjects.
6. Children achieve well in the nursery class because the work planned for them is matched carefully to the next necessary step in their learning. Assessment procedures are carried out systematically and used effectively to challenge and interest them. Newly acquired knowledge, skills and understanding are invariably consolidated by planned alternative activities that give children opportunities to try out their new learning. Children are well stimulated by activities that capture their imagination and which are linked together so there is a definite relevance to what they are participating in.

7. Pupils with special educational needs achieve well. Their attainment and progress are tracked very carefully through a well-run system. Pupils are also encouraged to assess their own performances and this helps to raise their self-esteem and involve them more closely in their own learning. Specific pupils who have their own behavioural difficulties are managed well. The local authority's behaviour support team has been very effective in providing suitable strategies for the staff and in counselling individual pupils. The school's 'magic room' is also used effectively to raise pupils' self-esteem. Pupils for whom English is not their mother language also make good progress. They are provided with individual support when they are withdrawn from lessons to improve their English. This support consists of general help with learning English and also specific help with the language involved in specific lessons such as mathematics.

Pupils' attitudes, values and other personal qualities

Pupils' annual attendance rates are improving and are now considered to be satisfactory. Punctuality has also improved and is satisfactory. Pupils' attitudes and behaviour in class and in the playground are good overall. There has been one only recorded exclusion over the past year and no pupils are currently excluded. Pupils' personal development illustrated by spiritual, moral and social characteristics is good.

Main strengths and weaknesses

- The school's ethos and expectations of good relations and harmony between pupils contribute positively to learning. Pupils are fully aware of the expectations and most try hard to comply.
- Through the school's encouragement and level of provision, pupils' spiritual, moral, social and cultural development is good overall. This enables pupils to develop well as individuals and to begin to understand the responsibility of living in a community.
- The school and the local education authority work well together to improve pupils' attendance and punctuality.
- Children in the nursery and reception classes make good early progress.

Commentary

8. The school has worked hard with the local education authority and other agencies to improve the overall behaviour and attitudes of those pupils whose standards have fallen short of the expected level. The school rules of conduct have been made clear to all pupils and they have been able to discuss them. Pupils now feel that the rules are fair and that they are fairly applied by the staff. The mid-day supervisors have also received specific training in this aspect and play a valuable support role to the classroom staff.
9. Behaviour observed during the inspection both in class and around the school is good overall. Pupils work and play well together in groups and pairs when required and most concentrate well on the work given. There was no evidence of bullying or other harassment during the inspection and pupils show respect for each other. Members of staff are very good role models and treat pupils with equal respect and consideration. Where inappropriate behaviour does occur in class, the higher age group being more notable, members of staff handle incidents very well and disruption for the remainder of the class is minimal. There has been only one exclusion in the past year and there are no pupils currently excluded. Pupils taken out of class for poor behaviour are provided with intensive and individual support in the new 'magic room'. A short period of quiet reflection, known as meditation time, has been introduced at the start of afternoon lessons to enable pupils to re-commence work in a calm atmosphere.
10. To help pupils acquire more mature attitudes, the school has encouraged them to take on added responsibilities. All pupils now have a classroom job to perform. The new school council was elected in January and is enthusiastic and active in canvassing classmates for suggestions or complaints. The council has discussed behaviour amongst other topics. Through lessons and assembly content, after-school clubs, off-site visits and visitors to the school, the school

provides a wide range of opportunities for pupils to develop good moral, spiritual and cultural attributes that they can take to the next phase of their education. Pupils have good access to art and music; the choir is particularly good; and pupils can learn about their own and other cultures. Opportunities to consider the needs of others through charity involvement are taken. Pupils respond positively to the opportunities, and when speaking to visiting adults, are able to show clearly improving personal attitudes.

11. The school has made raising the level of pupils' attendance a priority and works in conjunction with staff of the local education authority to achieve this. Agreed targets for reducing unauthorised absence are being met and the effect on the school's overall performance is encouraging and is considered to be satisfactory. Punctuality is receiving the same close attention by the school and is also satisfactory.
12. Children entering the nursery and then transferring on to the reception class are particularly well provided for by the relevant staff. Very good relationships, personal encouragement and standards of lessons taught ensure these young children can obtain a good start and make early progress.

Attendance

13. Attendance during the autumn term just completed was 94.8 per cent which is just below the national average. This is an improvement on the previous year when attendance was unsatisfactory. It is now satisfactory. For the most part parents are keen for their children to attend school and the clerical assistant meticulously checks with the families of pupils on the first day of absence to ensure that the reason is legitimate. At present the education welfare officers attached to the school are focusing on a small number of families whose children are not attending school regularly and consistently.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.0	School data	0.4
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.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Chinese
Parent/pupil preferred not to say

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
189	1	0
1	0	0
2	0	0
6	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is unsatisfactory. By the time they leave the school pupils reach standards in English, mathematics and science that are well below average and do not achieve as well as they could. The quality of teaching is unsatisfactory but varies and ranges from unsatisfactory to very good. Provision for pupils with special educational needs is good. The breadth of the curriculum is very good in the nursery class and satisfactory in the rest of the school. There is

good provision for pupils' support, care and guidance. Links with parents are satisfactory and links with the community are good.

Teaching and learning

Teaching is unsatisfactory because the needs of groups of pupils are not always met sufficiently during lessons, resulting in pupils not achieving as well as they might. Good support is provided for pupils with special educational needs. Assessment of pupils' knowledge, skills and understanding is unsatisfactory because the information is either out of date or not used sufficiently well to enable all pupils to make the progress of which they are capable in some of the lessons.

Main strengths and weaknesses

- Unsatisfactory teaching prevents groups of pupils from making sufficient progress during lessons.
- Teaching in the nursery class is good.
- Pupils with special educational needs are taught well and make good progress.
- Assessment of what children can and cannot do is very good in the nursery class but inconsistent elsewhere in the school.
- Teaching assistants support pupils' learning well.
- Behaviour of pupils is managed well and relationships are good.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	9	7	4	0	0

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

14. Although there is a range in the quality of teaching that encompasses very good to unsatisfactory, the percentage of unsatisfactory teaching observed during the inspection was greater than ten per cent and is therefore unsatisfactory overall. In addition, a scrutiny of pupils' past work shows that the quality of marking is inconsistent. In some cases work done by older junior pupils was left unfinished and in other instances pupils had just written a title and nothing else during the lesson. In the same class much of the pupils' work in science between September and December of last year was copied and had identical wording. This does not enable pupils' to practise writing their own thoughts and ideas to improve their English usage and also does not provide opportunities to clarify their understanding of new concepts through the process of writing. Such omissions have not enabled pupils to achieve as well as they are able. Unsatisfactory teaching has also contributed to insufficient progress in pupils' knowledge, skills and understanding. In one unsatisfactory lesson the more able pupils' lack of skills in co-operation whilst working together in a group had a marked effect on their lack of progress during the lesson. In other lessons the work planned was at an inappropriate level to enable pupils to move forward in their learning.
15. The quality of teaching in the nursery class is good. Children are very happy and secure and enjoy very good relationships with the class teacher, nursery nurse and support assistants. The tasks planned are matched closely to the needs of the children and both the planned activities and the support provided are based on the outcomes of recent assessments. Planned activities also reinforce the knowledge, skills and understanding of the children so that they are constantly learning and consolidating. Activities are interesting and relevant to children because these link together and provide a reason for pupils to be carrying them out. Assessments of what children have achieved are carried out regularly.

16. The quality of teaching for the pupils with special educational needs is generally good, both during withdrawal sessions and when supported in class by the classroom assistants. The pupils with special educational needs follow the same curriculum as other pupils but receive additional support from teachers and learning support assistants that enables them to achieve well in relation to their previous learning. There are appropriately different tasks for these pupils in literacy and numeracy lessons and they are also supported in science and information and communication technology (ICT). The learning support assistants are used well and make an effective contribution to the work of the school. There is frequent and regular communication to ensure that these pupils receive the support they need and the support staff are fully involved in ensuring the pupils attain the targets contained in individual education plans.
17. Although a more systematic approach to assessing what pupils can and cannot do has been introduced by the acting head teacher, it has not yet had time to be refined and improved. At present work is not being consistently matched to the needs of the pupils in all classes. Tasks are planned that sometimes do not challenge pupils sufficiently and they consequently make little progress during the lesson.
18. Classroom assistants support pupils' learning well. They work with groups of pupils and question them effectively to facilitate learning and to check whether they have understood the main objectives of the lesson. Support assistants also play a very important part in raising the self-esteem and improving the attitudes and behaviour of pupils who have emotional and behavioural problems. Their one-to-one work with these pupils during assigned periods in the school's 'magic room' and during other times when individual pupils need to be removed from the classroom has improved the overall behaviour and the ethos of the school.

The curriculum

The school provides a satisfactory curriculum for its pupils. Whilst opportunities to enrich the curriculum are satisfactory, enrichment of pupils' education in the arts is good. There is a good emphasis placed on the provision for music, both during the school day and in extra-curricular activities. Accommodation in the main school is now satisfactory and good in the Foundation Stage. The school is well resourced throughout and this further enhances the learning opportunities available through good quality displays.

Main strengths and weaknesses

- The breadth of the curriculum provided for children in the Foundation Stage ensures a very good start to their education.
- Support for pupils with special educational needs is good and provides good opportunities for different groups of pupils.
- The school is innovative in ways of providing and funding a good level of teacher assistants to enhance learning further.
- National and local initiatives have been used effectively within the school to further develop the curriculum.

Commentary

19. The curriculum provided for children in the Foundation Stage is good. However, the experiences provided for children in the nursery class are richer and better planned than in the reception class. In the nursery class there is a wide variety of activities that are well matched to the next steps in children's learning
20. Current provision for the pupils with special educational needs is good. The school provides well for different groups of its pupils through additional schemes in literacy and numeracy. The steps that some of these pupils make are smaller than those of their classmates and this is reflected in the targets set in their individual education plans. The progress and achievement of pupils with special educational needs are now more easily monitored and more accurately

assessed because individual targets are more tightly focused, specific and short-term. The teachers and the support staff are involved in the setting and monitoring of the current targets, and other appropriate support is provided by outside agencies as required.

21. An effective team of support staff make a significant contribution to the education of a number of groups of pupils with special educational needs throughout the school. In addition to supporting the teaching staff in lessons and with intervention programmes, they play a key part in the school's strategy for behaviour management. Local businesses have donated monies to fund the salaries of several support staff who have received training enabling them to provide quality one-to-one support to pupils most in need, assisting them in improving concentration and building self-esteem.
22. The school is actively involved in seeking ways to further develop its curriculum. The positive impact of inclusion in the national Intensive Support Programme project is evident in many areas of the curriculum. Examples can be seen through increased opportunities in all subjects for speaking and listening, especially the use of discussion groups and talk partners, and through attractive classroom displays that are informative, interactive and create a positive learning environment within the school. The school is also part of the local 'Excellence Cluster', currently targeting science, gifted and talented pupils and learning mentors. Co-ordinators from the schools share expertise, pupils work with pupils from other schools in the group, and whole school projects, such as the forthcoming science week, are planned as a result of the school's involvement. Evidence of further curricular development comes from the current focus on positive play by the 'Staveley-Brimington Learning Community'.

Care, guidance and support

The school ensures pupils can work in a safe environment. Statutory requirements for health and safety and child protection are met. Induction arrangements are good and the school provides a satisfactory level of support and guidance based on monitoring as pupils progress through the year groups. Pupils' views are sought and valued. Pupils' own suggestions are acted upon to improve the work and running of the school.

Main strengths and weaknesses

- Systematic approach to health and safety issues and the caring attitude of the staff ensure that pupils can work in an environment that is conducive to learning.
- Effective induction arrangements in the nursery and reception class ensure that children can obtain a good start to their education.
- Through questionnaires and the work of the school council, the school ensures pupils' involvement in the improvement of school routines.

Commentary

23. The school acts responsibly to ensure that the premises and equipment provided meet statutory requirements for health and safety issues. Recent work on developing specific risk assessments has improved the awareness of all staff. Annual testing and certification of electrical and safety equipment is systematically programmed and first aid arrangements are good. All staff have first aid training. Where relevant, pupils' medical details are recorded and all pupils are carefully supervised throughout the school day. To minimise the risk of accident on the limited size playground, the school has recently reorganised playtimes and areas for the older and younger pupil groups. The deputy head teacher is designated and trained for child protection matters. The protection procedures, including Internet security arrangements, are in place. Pupils, including those with special educational needs, are well cared for by the staff, who all show genuine concern and respect for each child. The school also engages the services of a good range of visiting specialists to provide expert support for pupils and the school's own staff.

24. The nursery is very popular and regular over-subscription has meant that the school has just re-organised the admission arrangements to enable more children to be included. The staff pay home visits to prospective parents in order to assess each child and discuss individual needs with the parents or carers. Two short-duration visits to school are provided for each family; the children can join in the activities and the parents are given full details of the facilities and procedures together with a comprehensive induction pack. During the following part-time attendance, the new children can join children in the reception class for play activity. Members of staff regularly teach in both classrooms to ensure children can recognise them and gain trust and confidence as a result. This sensitive and well-planned approach ensures children settle in quickly and begin to make good progress.
25. The school welcomes pupils' suggestions for school improvement and has organised the re-election of the school council. Volunteer pupils from each age group meet regularly to discuss the views put forward by their classmates. At this early stage, discussions have been held on safer use of the playground, better decoration of the toilets, including ways in which pupils themselves can raise the required funding, and how to improve behaviour. Membership of the council is prized and members feel they are making a worthwhile contribution to the life of the school.

Partnership with parents, other schools and the community

The school is working hard to encourage a greater level of parental involvement in children's learning at home and at school. The present situation is satisfactory. Information given by the school on pupils' progress is satisfactory. The school makes effective use of its good links with the community to secure additional support for learning. Good links with other schools and colleges provide opportunities for staff training and support in the classrooms. Well-planned transfer arrangements for pupils are a further benefit secured by these good links.

Main strengths and weaknesses

- Effective links with the local community and businesses provide the school with additional finance and opportunities to enrich the curriculum.
- Partnership links with other schools are used effectively to enhance staff training and support pupils.
- The school works hard to attract more parental involvement in school.
- Effective transfer arrangements for Year 6 leavers ensure smooth transition to the next phase of their education.

Commentary

26. The school has developed good communication and involvement with local businesses and other agencies engaged in the regeneration of the community. This has led to successful bids for various funding such as training for the mid-day staff and support for classroom assistants, new playground markings and improvements to the facilities the school shares with the nursery. Local village football teams use the school's soft play area. The school has other links with local police, fire and safety personnel who visit the school and instruct the pupils in home and personal safety matters. Local officials of the RSPCA visit to talk to pupils and the 'Zoo Lab' group attend to demonstrate topic work connected with science. The school makes good use of the local press to promote pupils' achievements.
27. The close links with other schools and colleges also generate contact with the agencies. The school is a member of the local group or cluster of schools. Cluster group contact has helped provide learning mentors in school and a specialist support member who is working with small groups of pupils to encourage their development by raising their self-esteem. The head teachers meet regularly and share experiences. The special needs co-ordinators have received training for helping gifted and talented pupils. In return, the school's links with the secondary schools and the local college provide placements for work experience and student placements.

Pupils gain from the wider knowledge of staff and additional adult support in the classrooms. The transfer arrangements for Year 6 leavers are considerably helped by the close link with the secondary schools. Good co-operation enables early visits by the junior pupils, visits and teaching by Year 7 staff and the organisation of summer term work that is transferred for completion in the secondary school. These arrangements are designed to help pupils transfer smoothly to secondary education.

28. The school is working hard to improve the level of parental involvement in the school and in the education of their children. Short adult instruction courses have been arranged to show parents how they can help with children's learning. There are encouraging signs that the effort provided by the school is beginning to show positive results. The number of regular parent, grandparent and volunteer helpers is increasing and new parent governors have been appointed. The parent governors organised a Christmas Fair and, on the basis of a successful initiative, the inaugural meeting of a new parent teacher association has recently been held.
29. The acting head teacher is present at the school entrance at the beginning and end of the school day to meet parents and help with any complaints or enquiries, an initiative appreciated by parents.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **poor**.

Main strengths and weaknesses

- A lack of direction and drive has not enabled the school to improve its standards. However, the newly appointed acting head teacher has a clear sense of purpose. She recognises the strengths and weaknesses of the school and is committed to raising standards.
- The new governing body is not yet sufficiently well organised and trained to support the school effectively.
- The roles of managers are under-developed and they have limited impact on the quality of teaching and standards in English, mathematics and science.
- Performance management is not embedded in the work of the school.
- The leadership and management of special educational needs and of the Foundation Stage are very good.

Commentary

30. The recently appointed acting head teacher has a very good understanding of what needs to be done in order for the school to improve. She is committed to ensuring that pupils achieve well and to enabling managers to develop the skills necessary for them to contribute to the development of the school. A good example of this is the partnerships that have been established with other local schools through the Chesterfield Excellence Cluster, and the benefits the school is now getting from involvement in a national project to raise standards. Although the senior management team had been reorganised by the established head teacher it was not until recently that they took a more active role in leading and managing the work of the school. Until the acting head teacher joined the school, senior managers had little opportunity to carry out the duties expected of their roles. Subject co-ordinators have only recently had opportunities to monitor and evaluate the work in the subjects they are leading and are keen to take advantage of further advice and training. Assessment data is now being made available to subject co-ordinators so that they can build a more realistic picture of current standards and of what they need to do next in order to improve them. The local education authority is providing good support to school management in tackling identified weaknesses.
31. The current work of the governing body is not effective in moving the school forward. The governors are committed to supporting the school and ensuring that the pupils achieve the best they can. They know that standards are too low, and are seeking information, which will enable

them to know whether standards are improving. The governing body needs to develop a more critical approach to the work of the school. In the recent past the governing body played only a minor role in leading the school and did little to hold the school to account. Too much reliance was placed on the head teacher's reporting of what was happening in school. Additionally, recent changes to the governing body have left a number of new governors with insufficient support for them to act efficiently in helping to move the school forward. With the support and guidance of the new acting head teacher and the local authority, there is now a clearer committee structure and meetings now include a focus on school improvement issues. Governors visit the school and can see for themselves how it is operating. A review of all school policies is planned to ensure they are up to date and meet statutory requirements. However, not all statutory requirements are met; the governors' annual report to parents does not comply with all requirements.

32. The school development plan has been focused on the issues identified in the Intensive Support Programme, which were rightly focused on raising standards. A good example of this has been the school's work centred on raising the levels of pupils' speaking and listening skills and current inspection evidence shows that this is being successful. The school now needs to focus on issues specific to particular subjects and groups of pupils. For example, analysis of recent performance shows that groups of higher attaining pupils are not achieving as well as they might. Performance management is now being implemented more comprehensively and targets are being linked to raising standards.
33. Subject leaders are only now beginning to develop their role in helping to raise standards in their subjects because in the past they were not empowered to exercise the responsibilities of their posts. As yet, they have had little impact on the quality of teaching and the standards pupils achieve. There are now action plans for the main subjects, which include future opportunities for subject leaders to take on their responsibilities for monitoring and evaluating teaching and learning. There is a comprehensive system for analysing performance data. However, there was limited use made of this information to support pupils in making the progress they should. Subject managers now have access to this information, which will help them to plan future developments more securely.
34. The leadership and management of provision for pupils with special educational needs are very good. Since taking on the post last term the co-ordinator has worked very hard to re-establish the school's provision on a more secure and purposeful basis. The attainment and progress of these pupils are now more closely tracked and she has introduced a new 'self-assessment' system that involves pupils more closely in their learning. This is helping to raise their self-esteem and confidence and helps their interest and concentration. She also very effectively manages the behaviour programme, which has helped considerably to improve the behaviour of particular pupils. Good use is made of external support from the local authority and the school's own 'magic room', which is used very effectively to support pupils with behavioural problems.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	567,366	Balance from previous year	24,563
Total expenditure	589,450	Balance carried forward to the next	2,478
Expenditure per pupil	3102		

35. On her appointment the acting head teacher inherited a budget that has benefited from additional funding from the local authority and the national project. This money has been spent well, for example on resources and outside support, and this is now beginning to have an

impact on the work of the school. The school benefits from the services of a very efficient office manager, who is supporting the acting head teacher and the governing body well. The school is taking steps to plan and monitor the budget more closely and ensure the available resources are used effectively to raise standards.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory overall** but provision in the nursery class is **very good**.

Main strengths and weaknesses

- Although standards are below average by the time children leave the nursery class, teaching and planning are consistently very good so children achieve well.
- Children settle quickly into school because of the very good induction arrangements.
- The curriculum in the Foundation Stage is varied with links between planned activities that enrich children's learning.

Commentary

36. When children are first admitted to the nursery class their attainments are well below average. Children achieve well because there is consistently good teaching in all the required areas of learning. The class teacher has good skills in questioning children during times when they work in small groups. For example, the more able children were working with the teacher and focusing on recognising the properties of two-dimensional shapes. The teacher used a good range of strategies including sorting, use of a 'feely' bag and questioning so that children were able to link the number of corners and sides to the names of the shapes. Every opportunity is taken to record assessments of what children can do, know or understand. The recorded assessments are used effectively to ensure that questions and activities are specifically aimed at providing the next steps in children's learning. By the time children are ready to leave the nursery class their attainments have risen to a level that is below average. This has been achieved because the more able children have made good progress, enabling the overall level of attainment to improve. However, most of these more able children do not transfer to the reception class of the school because they live out of the area it serves. This results in the attainment level of children entering the reception class reverting back to well below average.
37. Before children are admitted to the nursery class the class teacher makes a personal visit to each child's home and children also visit the school. Members of staff develop a good partnership with parents by meeting them individually before children start in the reception class. Parents come into the classrooms at the beginning and end of the day to collect their children and are encouraged to talk to the staff about their children's learning. Teachers give parents good written information about the routines of school and how they can help their children. All these arrangements enable children to settle in to the routines of the classroom quickly and for the teacher and assistants to understand more of each child's needs.
38. The range of curricular opportunities provided for children in the Foundation Stage is very good. Activities are linked together so they are relevant to the children. Children's learning is also consolidated by immersing the children in a variety of contexts linked to new skills they are acquiring. They learn about the properties of different geometric shapes, and opportunities to reinforce their knowledge and understanding are planned and provided. They draw round geometric shapes to practise their hand-eye co-ordination as well as re-introducing the same set of shapes. They use a small hammer and metal pins to nail the same shapes into a wooden base. Even the sandwiches made for the children are cut into triangular, circular, square or rectangular shapes. Such activities provide chances for children to acquire new physical skills as well as consolidate their knowledge of shapes.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is **good**. Children's behaviour and attitudes to learning are **good** in the nursery class but are not as good as this in the reception class. Good teaching and learning mean that children achieve well but they are not on course to reach the expected levels for their age by the end of the reception year.

Main strengths and weaknesses

- Very good relationships and high expectations of behaviour by all staff mean that most children behave well, work hard and enjoy learning.
- Adults give children plenty of help but encourage them to be independent and also to share, take turns and work together.

Commentary

39. Members of staff create a calm, secure environment with well-established routines so children know what they have to do and what is expected of them. For example, many of the children are noisy and aggressive to others when they first start school but become less emotional and more social as a result of good teaching. They know they have to sit quietly when the teacher is saying the names on the register. All adults in the classroom have very high expectations of behaviour so children behave well. For example, older children listen carefully, follow instructions and join in enthusiastically and safely during lessons. Effective reminders and good use of praise encourage children to help one another. Adults give children just the right amount of help, for example when they put their coats on to go outside into the enclosed play area. Members of the support staff also encourage children to be independent. As a result children choose activities independently and, for example, put empty cartons of drink in the waste bin without being told. Adults give the children interesting things to do, such as making prints from the soles of different sized Wellington boots or providing a range of animals for the children to handle. As a result, children work hard and concentrate well.
40. Children in the reception class have not made as much progress as those in the nursery. They find it very difficult to concentrate on what the class teacher is saying and often talk whilst the class teacher is talking to them. They lack interest in the activities provided for them and many are not engaged in the lesson. The teacher uses a mixture of praise for those who are behaving well and a firm approach with those who are not. During the period of the inspection the children's behaviour was noticeably improving as a result of this approach to managing their behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is **satisfactory**. Good teaching and learning in the nursery class mean that children achieve well but their attainments are still below average. The quality of teaching and learning in the reception class is not as good and children will be well below the level expected for their age by the end of the reception year.

Main strengths and weaknesses

- Teachers and other adults provide good opportunities for children to listen and talk to other children and adults, so children's speaking and listening skills are developing satisfactorily.
- Older children in the Foundation Stage are not yet able to grasp the idea that a written word can correspond to a spoken word.

Commentary

41. Adults explain very clearly what children have to do and encourage children to talk about their experiences through the effective use of questions and prompts. For example, when a child

starts printing using ink and a Wellington boot, a classroom assistant asks, "What size paper do you want to use for this boot?" Is it bigger or smaller than the paper – which piece do you want to choose?" Adults in the classroom listen respectfully to what children have to say, so children listen to each other and adults. Children take turns when answering questions in a class session and listen to each other in imaginative play situations. For example, when children are in the class 'garden centre' one child selects a small number of colourful plastic flowers and says "Can I have these?" The 'shopkeeper' replies "Yes, that'll be 3p please." The class teacher sensibly provides appropriate activities so that children can learn to discriminate between a range of different sounds as a preliminary stage to recognising the initial sounds in spoken words. They listen carefully to sounds made by different animals and play a game with Bingo cards by covering the illustrations that are linked to the sounds. In this way they learn successfully to discriminate between individual sounds and as a result they will move on to recognising separate sounds within spoken words.

42. Reception class children listen carefully to different stories and follow the illustrations on the pages of large printed books. The recently arrived supply teacher provided them with activities that aimed at familiarising them with different words in the story. However, most children had not yet understood the concept of a word and had much difficulty in coping with the activity. This demonstrates clearly that these children are not yet on course to meet the requirements of communication, language and literacy goals by the time they will be ready to move into Year 1 and have attainments that are well below average for this area of learning.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**. Children achieve well in the nursery class as a result of good teaching but their attainments are still below average. Teaching and learning in the reception class are not as good and children are on course to achieve well below the expected levels for their age by the time they start Year 1.

Main strengths and weaknesses

- Nursery children make good progress in developing their mathematical skills because adults take every opportunity to count and talk about mathematics.
- Reception class children do not make sufficient progress because information about what they can and cannot do is not available for the purpose of planning appropriate activities.

Commentary

43. The nursery teacher and classroom assistants provide good opportunities for children to learn mathematical language when, for example, they ask children the shapes of sandwiches cut specifically into different geometrical outlines. They ask which is bigger or which is smaller. Children are beginning to use mathematical language correctly because adults use this language when they talk to the children about their work. More able children recognise squares, triangles and circles and could count the number of sides and corners. They also draw different geometrical shapes independently. Despite good questioning from the class teacher and other adults, and interest shown by the less able children, they are still not yet able to use mathematical language spontaneously.
44. In whole-class sessions in the reception classes, children practise counting skills. More able children can count reliably to at least 30 and recognise symbols to 10. Most of the older children in the reception class can say which number is one more than a number to 10, and some can say one more than a number to 20. Most, however, have difficulty in counting objects using one number for each item and also have problems with recognising different values of coins. Owing to insufficient assessment information on what reception children can and cannot do, the teacher sometimes pitches the work at the wrong level. The work planned is sometimes too difficult for the children and as a result they make little progress during the lesson.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**. Children achieve well and most will have improved but will reach a below average level in the expected goals for their age. This improvement has resulted from good teaching.

Main strengths and weaknesses

- A good range of first hand opportunities successfully extends children's knowledge and understanding of the world.

Commentary

45. Children have good opportunities to play with natural materials such as leaf litter and bark chippings to gain experiences of filling and emptying containers. They plant bulbs and other plants in the outside flowerbed and in flowerpots to observe their growth. Children in the reception class take this a few stages further and discuss successfully whether they thought seeds would grow without water and without the sun. With the help of the class teacher they devised an investigation to find out if their ideas were correct by watering one tray of seeds, keeping another one dry and covering and watering a third to keep the light out. Opportunities to observe and touch a wide range of animals are provided for the nursery children. The children have good access to computers and use programs that develop most areas of learning. For example, they use the mouse confidently to draw lines and shapes, knowing when to release the mouse button to stop the line or shape from growing longer or bigger.
46. Provision for physical development is good. Because of the good teaching most children will have made good progress by the end of the reception year but will still be below the expected levels by the time they move to Year 1.

PHYSICAL DEVELOPMENT

Main strengths and weaknesses

- Children's physical development is good because the teachers plan a good range of activities in the classroom and outside play area.

Commentary

47. There are good opportunities for children to develop skills such as cutting, manipulating materials and using tools such as paintbrushes and pencils. They make satisfactory progress in manipulating these tools and develop these further through activities such as weaving coloured tapes into the wire mesh of a fence surrounding the nursery garden. There is a designated secure children's play area outside the nursery class. This is used effectively for a range of activities deigned to improve children's physical development. Teachers provide frequent sessions for children when they use equipment such as plastic cars and bikes on the playground as well as climbing apparatus such as ladders to ascend and a platform to balance across. Such activities provide frequent opportunities for children to develop their body management, dexterity and physical skills. These are developed well and children make good progress in controlling their movements and balancing. Children are well supported in dressing and undressing by the class teacher and classroom assistants and are encouraged to be independent wherever possible.

CREATIVE DEVELOPMENT

Provision for creative development is **good**. Children are well on course to reach the expected levels for their age by the end of the reception year because of the good teaching.

Main strengths and weaknesses

- Adults provide good opportunities for role-play.
- Children enjoy the music sessions because teachers give them good opportunities to sing and participate in the associated actions.

Commentary

48. The role-play areas successfully stimulate children's imagination and provide good opportunities for them to develop their language skills in both the nursery and reception classes. For example, children used the props with which they have been supplied to run an imaginary garden centre, and successfully took on the roles of cashier and customer. Children sang enthusiastically and those who started school at the beginning of term joined in the actions and words of a few songs enthusiastically. They sang songs such as 'If you're happy and you know it clap your hands'. Children's artwork is developed satisfactorily; they have opportunities to use paint as well as crayons and paper.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **unsatisfactory**.

Main strengths and weaknesses

- Year 6 pupils do not achieve well enough and standards in all aspects of English are well below average.
- Teaching and pupil achievements are unsatisfactory.
- Speaking and listening skills are now being developed systematically.
- Standards and achievement in writing are beginning to improve.
- The leadership and management of the subject are unsatisfactory.

Commentary

49. Most pupils make unsatisfactory progress in developing their skills in reading and writing. There is no significant difference in the achievement of boys and girls, although some girls apply themselves to developing their reading skills better than the boys. There is good support for pupils with special educational needs and their achievements are good overall. Pupils who are at an early stage of learning English as an additional language are provided with a satisfactory level of support, enabling them to make good gains in their acquisition of English. Members of the support staff are given a clear focus in their work and are effective. The sample of work clearly shows evidence of unsatisfactory teaching. Teachers have not been providing pupils with a range of focused and engaging activities. Expectations, particularly of more able pupils, have been too low. However, in the lessons seen, there are signs of improving standards as a result of better teaching. Where teaching is improved, particularly in Years 3 to 6, pupils respond with good attitudes to learning and achieve well. Consequently, they are beginning to make better progress.

50. Progress in developing speaking and listening skills is good. In many classes most pupils listen well to one another and their teachers. A few still find it difficult to concentrate because discussions are not interesting enough. More appropriate opportunities to learn how to structure responses are evident in the way teachers shape their questions so that speaking skills build up

effectively. Where these skills are developed best, pupils are engaged in discussion by teachers and support staff. Whole-class discussions give opportunities for all pupils to answer questions successfully. Good use is made in all classes of 'talk to a partner time', so that pupils are able to share their ideas and build their confidence. Tasks allow them to extend their speaking skills as a result of listening to one another. For example, in plenary sessions at the end of lessons, good opportunities are now given for pupils to talk to each other about what they have learned. This was well seen in a Year 3 lesson where learning had focused on writing shorter sentences using 'bossy' verbs.

51. Reading skills across the school are unsatisfactorily developed. A major reason for this is the previous lack of a systematic and progressively developed reading programme. Many of the pupils are interested in reading but infant pupils are too often only still at a mechanical stage of finger pointing at words. They find difficulties in building words and do not use the clues that pictures and the contexts of stories provide. There are now reading diaries that go backwards and forwards to home so that families can engage themselves in improving reading achievements. Pupils generally make good use of the small school library although the girls make better use than the boys and develop their reading skills more effectively and rapidly. This aspect of learning had not received the urgent attention that was needed but the new acting head teacher has now enabled the co-ordinator to manage it more effectively.
52. The development of writing skills has been given urgent attention recently. The sample of past work confirms the unsatisfactory nature of written work. There was little evidence in the work of skills being built up progressively. Variety or structure in the tasks to support the pupils in enhancing their writing was very limited. Very little attention was paid to presenting work carefully in clear handwriting and with accurate spelling. The amount of work being produced by most pupils was inadequate because interest was not being created in their tasks. Being given the same tasks as all pupils was not challenging more able pupils. However, there is clear evidence in the current work that writing skills are now beginning to be developed more systematically. A clear planning system and more imagination in task setting with good attention paid to more challenge for the able pupils are beginning to support better achievement. Very good examples of the current quality of pupils' writing were seen in Year 4 where poems based on the work of Walter de la Mare were attractively displayed. Evocative and imaginative sentences such as 'a lone cat creeping through the garden' and 'frosty rooftops that sparkle in the night' show how well pupils are making progress now. Year 6 pupils have contributed to a display on 'Writing for improvement', Year 5 pupils have produced good work on the qualities of leadership, and Year 3 pupils have written their own fables. This approach is still not consistently being applied across all classes and year groups but pupils' work is now beginning to show a significant improvement from last term. A good supporting factor to developing writing skills is the marking by most teachers that more clearly shows the pupils what they need to do in order to improve upon their work.
53. Current leadership and management of the subject are unsatisfactory. This is due to the way in which co-ordinators were not given the time or resources to fulfil the responsibilities of their posts. Since the appointment of the new acting head teacher, the co-ordinator has been allowed to lead and manage the subject properly. She now has access to information that will allow her to plan more effectively the future development of English across the school. Resources have been improved and are being used well.

Language and literacy across the curriculum

54. Overall there were too few opportunities in the past for pupils to develop their literacy skills in other subjects. Teachers have now realised the potential for language and literacy skills to be developed through the pupils' work in subjects such as geography, history, religious education and science. There are now examples of this happening but these are too few in number for any impact to be noticed. Although the pupils make good use of weekly library sessions, more opportunities to practise reading skills in subjects such as history and religious education should be taken.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning is unsatisfactory overall; however, good and very good lessons were also observed in two classes.
- Pupils do well to reach average standards by the age of seven, but achievement by the age of eleven is unsatisfactory and standards have slipped to being well below average.
- Leadership and management of the subject are unsatisfactory.

Commentary

55. The quality of teaching and learning overall is unsatisfactory but there is a great deal of variation. Where teaching is unsatisfactory, teachers fail to provide adequate challenge for all groups of pupils, especially the more able. For example, a significant number of Year 2 children in a Year 1/2 class were already able to complete the task set for them at the start of the lesson and as a result made insufficient progress during the session. Where teaching was judged to be very good the teacher had a clear understanding of pupils' ability through effective ongoing assessment, allowing her to target extension questions and move pupils' learning on. High expectations throughout the session enabled the majority of the Year 4 pupils to achieve well, multiplying two-digit numbers by one-digit numbers. All teachers share learning objectives with the pupils so that they are aware of what they are supposed to know and do by the end of the lesson. Teachers plan carefully for the support to be given by teaching assistants to enable them to be used effectively and for pupils to benefit from working with focused support.
56. Pupils by the age of seven are working at levels expected for their age. They show an understanding of place value to 100, are able to add two two-digit numbers and can name common two and three-dimensional shapes. By the time pupils reach the age of eleven they are working at levels well below average for their age. Approximately 30 per cent of the present year 6 class are identified as having special educational needs and, coupled with the high staff turnover experienced throughout their school career, these factors have had a detrimental effect on the pupils' current attainment. Although standards are higher in Year 5 they are still below average.
57. Leadership and management of the subject are unsatisfactory. Until recently the current co-ordinator has had few opportunities to analyse data or gain a deeper understanding of whole-school priorities. In the past co-ordinators were given little time away from teaching their own class to enable rigorous monitoring to take place. This has resulted in limited understanding of the strengths and weaknesses in the subject by the co-ordinator. There are current plans to build upon recent input from the numeracy consultant in looking at test results to undertake joint classroom observations. The co-ordinator is keen to receive further training enabling her to develop her role in raising standards in mathematics across the school.

Mathematics across the curriculum

58. There are limited examples of mathematics used throughout the curriculum in the school. Where it is evident the links are effective; for example, mathematical language such as 'rotate', 'symmetry', and 'reflect' was part of a Year 3 art display on printing techniques, and a nursery display on 'Breakfast' included a simple bar chart illustrating children's favourite breakfast cereal. Participation in the Intensive Support Programme aims to ensure that teachers' curriculum planning is developed further in order to ensure 'purposeful links between subjects and increase enjoyment and motivation in the teaching and learning of numeracy' and allow pupils the opportunity to practise and use the skills they have acquired. However, there is little evidence to support the implementation of this aim.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Leadership and management of the subject are unsatisfactory.
- Eleven year old pupils are not achieving as well as they could.
- There are insufficient opportunities for pupils to develop their skills in investigating and experimenting.

Commentary

59. The leadership and management of science have been unsatisfactory because not enough evaluation of the provision has been carried out with a view to improving standards. Although the science co-ordinator has carried out a detailed analysis of the eleven year old pupils' answers in the last national science test, the results have not yet been shared with the staff. Not having done so prevents teachers from knowing where strengths and weaknesses in pupils' knowledge, skills and understanding in science have fallen short of what is expected, and for action to be taken in order to raise standards. However, the co-ordinator has monitored samples of pupils' work and, as a result, she has identified that experimental and investigative science is a weakness in the curriculum and has devised an action plan to improve the provision. No monitoring of science lessons has yet been undertaken, so areas for development in teaching have not been identified and addressed.
60. Science standards of the school's seven year olds are below average and pupils are achieving well because pupils are provided with more opportunities for discussion and the work is more carefully matched to their needs. However, standards of the eleven year olds are well below average and they are not achieving sufficiently for a number of reasons. The quality of marking by teachers is not consistent throughout the school. At worst, unfinished work is not being identified and followed up. In some cases pupils have only written the title to the work and not accomplished anything else. A system of assessing what pupils know, can do and understand has only recently been introduced and has not yet had time to make an impact on pupils' attainment. This has led to insufficient knowledge and understanding in areas of the science curriculum, mainly amongst the older junior pupils. For example, an understanding of how to ensure that a scientific investigation is carried out using principles to guarantee its fairness are not yet fully understood by the school's eleven year olds. The quality of science teaching is also variable. Much of the written work carried out by the oldest pupils in the autumn term is identical and had been copied. Even pupils' writing up of experiments is the same wording. This has not provided these pupils with opportunities to clarify their thoughts and understanding of science through the process of writing nor does it provide opportunities to practise explanatory writing to improve their English attainments.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The pupils have sufficient opportunities to use their ICT skills in other subjects.
- The subject is taught regularly and systematically, following a clear scheme of work.
- The current role of the coordinator is under-developed.
- Resources are good and used effectively.

Commentary

61. Attainment by the age of seven and eleven is in line with that expected nationally and many pupils make good progress. This is satisfactory improvement since the last inspection. Pupils' skills are developed systematically and good opportunities are planned for them to be used to support teaching and learning in other subjects. For example, good direct teaching of how to use the Internet for research purposes was seen in a Year 4 lesson. Teaching overall is good with confident and competent teaching in both junior and infant classes. Pupils are encouraged to work hard and are interested and engaged by the activities planned for them. The majority of pupils work well together, sharing resources and taking turns fairly. They develop confidence in using computers as was seen when Year 1 pupils, supervised by a governor of the school, practised their mouse control skills by drawing pictures of a flower.
62. Although the computer suite is small, it is used effectively. The school benefits from the help of a computer technician who helps to maintain and improve the software and hardware in use. Good use is made of appropriate programs to support lower attaining pupils in English and mathematics, as was seen in a Year 5 lesson when pupils were able to develop their skills in measuring angles using the computer. Good word-processing skills are evident in the written displays around the school.
63. The subject is supported by the use of a scheme of work that plans the development of skills progressively as pupils move through the school, and addresses all the requirements of the National Curriculum. The co-ordinator has drawn up a realistic plan for future development and is aware of the need to continue to develop better systems to assess the attainment and progress of pupils.

Information and communication technology across the curriculum

64. The school makes good use of ICT skills to support teaching and learning in other areas of the curriculum. All displays around the school make use of ICT in labels and titles that are eye-catching and attractive. Literacy work in all classes is often attractively displayed using different styles and types of fonts. Almost all classes use *Art* to produce pictures or designs. In the junior classes pupils have produced work based on Tudor designs and used ICT facilities to design illustrations using different shapes. In addition, to link with mathematics, older junior pupils have framed instructions for the computer to construct different polygons such as parallelograms, hexagons, octagons, equilateral triangles and right-angled triangles. Infant pupils have drawn self-portraits in art lessons using 'face feature' stamps and bicycles using computer-generated shapes.

HUMANITIES

Only one lesson in **History** was seen during the inspection. However, a scrutiny of previous work on display, discussions with staff and pupils and scrutiny of teachers' planning indicate that the subject is given appropriate coverage but there was insufficient evidence to make an accurate judgement on pupils' attainments. The school enhances its provision by visits to support pupils' learning. These experiences, and the use of artefacts, help to bring the subject alive for pupils and contribute well to developing their understanding of the past. This is well seen in an attractive display on 'homes in the past' in Years 1 and 2. Talking to pupils shows they are developing a sense of chronology and can sort different periods of the past correctly. Pupils regularly use computers and the Internet to research information in their work and these skills are being systematically developed, for example in the work in Years 5 and 6 on the life of John Lennon. Some good use is made of literacy skills in book research and recording different forms of writing, such as the biographies of the wives of King Henry VIII in work on the Tudors carried out in Years 3 and 4, but there was limited evidence of the use of any numeracy skills.

In **Geography** no lessons were observed during the inspection and it was, therefore, not possible to make an overall judgement about the subject. Evidence from discussion with pupils and attractive displays around the school contribute to a judgement that current attainment is in line with national

expectations at seven and well below average by the time pupils reach the age of eleven. A high staff turnover has led to a lack of continuity and insufficient coverage of the geography curriculum for the current Year 6 pupils. However, they were able to talk in depth at a more appropriate level about their current environmental topic.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers plan effectively to ensure that pupils are taught all the elements of the locally agreed syllabus.
- Good links are made between religious education and other areas of the curriculum.

Commentary

65. Attainment in religious education is in line with expected levels in the locally agreed syllabus. Pupils make satisfactory progress in their knowledge and understanding of the key elements of Christianity and major world faiths. Children from a Year 1/2 class talked with enthusiasm about stories from the Bible, linking their knowledge to themes covered in recent assemblies. In an interesting Year 5 lesson, pupils made good progress, deepening their understanding through the open-ended nature of the tasks planned. The effective use of talk partners and drama allowed pupils to empathise with characters from the Last Supper and learn about its significance as part of Easter.
66. Good cross-curricular links were evident in pupils' work and in displays around the school. ICT was used by Year 6 pupils to research Mohammed and the Moslem faith and links to personal, social and health education were made where older pupils had been looking at what characteristics made a good leader and how this could help them to set a good example within the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **good**. Although it was not possible to observe a full range of lessons, the wealth of pupils' good quality work in classes and displayed elsewhere around the school shows that the quality of teaching is good in both infant and junior classes.

Main strengths and weaknesses

- Pupils are given good opportunities to use their work in art and design in other subjects across the curriculum.
- Pupils use the techniques of well-known artists effectively to improve their own work.

Commentary

67. Junior pupils drew good quality portraits of King Henry VIII and his various wives to link with their work in history lessons. Their attention to detail was good and the presentation of their work was enhanced greatly by making decorated gold frames to surround the portraits with either rectangular or oval frames. They also drew very good quality observational drawings of African wooden masks, using hard and soft pencils, to link with a geography theme. The shading techniques were effectively used to produce light and shade in the drawings. Evidence of good colour mixing was demonstrated clearly in paintings produced by the same children. The colours were vibrant and evocative of an African sunset and portrayed the scene vividly and accurately.

68. Pupils produce good quality work on a range of items that have been carried out using different media and based on the work of Kandinsky. They complete interesting and good quality prints, patterns using a range of coloured paper, designs produced from coloured inks on highly absorbent paper and, finally, interesting and colourful designs made by weaving coloured wool round a framework of raffia. Infant pupils used pastels to produce good quality and unusual self-portraits and used portraits carried out by Van Gogh, Stanley Spencer or Francis Bacon as a reference for different approaches and techniques.

Music

69. Limited evidence was gathered during the inspection to make an overall judgement about provision in **music**. Year 6 pupils joined in enthusiastically during a lesson to consolidate practical experience of rhythm and song using subject specific language such as 'timbre' and 'texture'. Children from Year 2 discussed how they had used instruments to make a sound story, 'The Storm', performing to their class and evaluating their own work. The high profile of music throughout the school has been maintained since the last inspection due, in part, to the very good subject knowledge of the co-ordinator. Pupils participate in the after-school choir club and sing at events within the local community and with other schools, and there are groups learning both brass and woodwind instruments during the school day.

Design and technology

70. It was not possible to make any judgements on **design and technology**. There were no lessons to observe during the period of the inspection and no work was available for scrutiny because pupils had already taken all items home.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching is good overall.
- The role of the co-ordinator currently lacks direction.

Commentary

71. Attainment by the age of seven and eleven is in line with that expected nationally. Most pupils are achieving well as they progress through the school because their skills are planned for systematically and progressively. By the time they leave school the majority of pupils can swim the required 25 metres. Outdoor activities for older pupils are developed through a residential visit. The school also supports the development of skills through after-school clubs such as football and netball.
72. Teaching is good. Three lessons were observed where teachers demonstrated good subject knowledge that was used well to demonstrate and to guide pupils. For example, in a very good lesson seen in Year 6, the teacher had very clear aims for the activities planned to develop pupils' sense of co-operation in paired work of dance movement to music. This he did most effectively through good support and guidance, encouragement and challenge, to which all pupils responded with enthusiasm and involvement. Boys and girls are equally enthusiastic in their approach to physical education lessons and greatly enjoy the activities planned for them. Most teachers are well organised and can maintain a good pace that keeps pupils involved. Where lessons are not so well organised, pupils' attention wanders and their behaviour deteriorates.

73. The current leadership and management of the subject are unsatisfactory as they lack direction and an awareness of how well pupils are attaining. The school is planning to address this issue in the near future.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils with emotional and behavioural difficulties are supported very well.
- The school provides good training in citizenship through the provision of a school council and during lessons.
- Provision for pupils' personal and social development is good.

Commentary

74. The school provides good training in citizenship through pupils' involvement in the school council. Pupils are involved through a good system of consultation between council members and the rest of the school. Pupils are proud they have been instrumental in bringing about a number of changes in the school. For example, they are pleased that, through the efforts of the school council, they have succeeded in arranging for the introduction of line markings on the school playground and banning the playing of football for an experimental period owing to the feeling of being unsafe in the vicinity of the game. During personal, social and health education lessons pupils also learn about such varied items as the responsibilities of owning pets and information about the dangers of drugs or alcohol.
75. Pupils with emotional and behavioural difficulties are supported very well. There are regular sessions with trained support assistants in the school's 'magic room' that are aimed at raising their self-esteem. In addition, provision has been made for pupils who need their self-esteem raising by arranging a visit to a sculpture park together with similar pupils from neighbouring schools. The activities planned are aimed at raising their self-worth by providing them with opportunities for built-in success so that related influences can be engineered such as improvements in attainment levels in different areas of the curriculum and greater confidence in dealing with other people.
76. Provision for pupils' personal and social education is good. For example, pupils are taught to recognise prejudice in society and to recognise that certain attitudes may be based on ignorance. Pupils are encouraged to work together in small groups to discuss issues such as prejudice, to draw on their own experiences and to begin to understand that prejudices may have arisen. Such lessons are valuable for pupils to develop a sense of social justice and sympathy for others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	6
Pupils' achievement	6
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
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	6
The governance of the school	5
The leadership of the head teacher	6
The leadership of other key staff	5
The effectiveness of management	6

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