

INSPECTION REPORT

REIGATE PRIMARY SCHOOL

Derby

LEA area: City of Derby

Unique reference number: 131402

Headteacher: Philip Eaton

Lead inspector: Eileen Parry

Dates of inspection: 26th – 30th April 2004

Inspection number: 257302

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	392
School address:	Reigate Drive Mackworth Derby
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Telephone number:	01332 298969
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Grace Carroll
Date of previous inspection:	29 th June 1998

CHARACTERISTICS OF THE SCHOOL

Reigate is a large primary school on the outskirts of Derby. There are 392 pupils on roll. Fifty children attend the nursery on a part-time basis and there are 46 children in two reception classes. The percentage of pupils taking free school meals is broadly average. A relatively high percentage of pupils (30 per cent) join or leave the school other than at the reception age. The school has few pupils from minority ethnic groups and none of them are at the early stages of learning to speak in English. There is a high percentage of pupils with statements of special educational need. Most of these pupils are attached to the enhanced resource facility which caters for up to 30 pupils who have hearing impairment. These pupils use British Sign Language (BSL) as a means of communication. They learn for most of the time alongside pupils in the main classes and for some of the time in special sessions. In addition there are 73 pupils on the school's special educational needs register. Most of these pupils have difficulties with learning and some with their emotional and behavioural development. Taken overall, attainment is very low when children first attend the nursery and well below average when they enter school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2615	Eileen Parry	Lead inspector	Art and design; music; information and communication technology; Foundation Stage
14141	Ernie Marshall	Lay inspector	
20010	John Sangster	Team inspector	Science; design and technology; religious education
4676	Mary Griffiths	Team inspector	Mathematics; geography; history
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Reigate is an effective school that provides a good education and good value for money.

The headteacher leads the staff very effectively in improving the quality of pupils' education. The management of the school is good, as is the governors' support for the school. The standards are average in mathematics and below average in English and science by Year 6, but pupils, including those with hearing impairment and special educational needs, achieve well. Standards are below average in reading and writing and average in mathematics by Year 2. Children make satisfactory progress towards the goals they are expected to reach by the end of reception.

The school's main strengths and weaknesses are:

- The very good leadership of the headteacher and senior management team who are well supported by staff and governors who create a good climate for learning and ensure that pupils enjoy their work
- The very successful integration of pupils who have a hearing impairment and provision for those with special educational needs helps pupils to achieve well
- The amount of good and very good teaching that is improving standards greatly exceeds the teaching that is satisfactory and occasionally unsatisfactory
- The good curriculum and range of extra activities for pupils in Years 1 to 6
- A satisfactory experience for children in the Foundation Stage (nursery and reception classes) where some activities are offered for too short a time

The school has made good progress in tackling the issues from the previous inspection. Time for lessons in Years 3 to 6 has been increased to meet recommendations. From being unsatisfactory, the curriculum and the roles of subject leaders are now good. Overall, teachers plan work that provides a good level of challenge for all. There is more good, very good and occasionally outstanding teaching than before but still some that is unsatisfactory. There are good systems in place for assessing pupils' learning in English and mathematics and satisfactory systems in other subjects. Provision for pupils with hearing difficulties has been extended up to Year 6 and the very good quality noted in the previous inspection has been retained. Despite the efforts that the school makes, attendance is still below average.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; *E - in the bottom 5% of schools nationally. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall, pupils in this school achieve well. Achievement is good overall in Years 1 to 5, although there is some variation between and within year groups. Achievement is very good in Year 6 because of the consistently high quality of teaching. In the nursery and reception classes achievement overall is satisfactory. Results in national tests in 2003 for pupils in Year 6 were in line with the national average and with those of similar schools in mathematics, well below the national average and the average for similar schools in science, and well below the national average and in the bottom five per cent for similar schools in English. The school says that there was some underachievement in the tests due to weaknesses in the writing skills of all pupils that have since

been addressed. However, results were also affected in English and science by the proportion of pupils who had special educational needs. Pupils who have hearing impairment, for example, achieve well but usually at a lower level than their peers where reading and writing are concerned because the sign language they use makes it take longer for them to acquire the richness of vocabulary and structure that they need to achieve higher levels. Taking these factors into account, results were satisfactory. The results in mathematics were less affected and represented good achievement. Standards are improving though they are still below average in English and science, and average in mathematics by Year 6. By Year 2, standards of pupils' current work in mathematics, speaking, listening and spelling are average but are below average in reading and writing. The quality of pupils' handwriting and presentation throughout the school is good. Pupils' skills in information and communication technology (ICT) are rising steadily and are average by Years 2 and 6. There are good opportunities for pupils throughout the school to develop their skills in speaking, listening, reading, number and ICT in other subjects but fewer opportunities in writing.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching is good overall, but there are some inconsistencies. For instance, lessons seen ranged from unsatisfactory to outstanding. Teaching is good overall in Years 1 to 5. The consistently very good teaching in Year 6 means that pupils enjoy learning and make particularly good progress in their last year in the school. Teachers give good written information on how pupils can improve their work but some do not do this as regularly or as clearly as others. Teaching is satisfactory overall in the Foundation Stage; a good range of activities is provided within a day but children's learning is restricted when these are separated into sessions rather than continuously available, particularly in the nursery. The school makes **good provision for pupils' spiritual, moral, social and cultural development**. It provides a good level of pastoral care for all its pupils. Pupils with special educational needs and those with hearing impairment are particularly well supported and fully included in the life of the school. Many mainstream pupils learn sign language so that they can communicate with those who are deaf and a 'signing' choir of hearing pupils provides a unique experience of songs without words. **Attendance is below average** although the school works hard to address this.

LEADERSHIP AND MANAGEMENT

The headteacher provides very good leadership, and is supported very well by the senior management team and the governing body. The school is managed well and staff and governors review what is happening and put effective measures in place to secure improvements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think well of the school and the school works hard to involve as many as possible in its work although the response is limited to a small number of enthusiastic helpers. Pupils think it is a good place to be in and are keen to learn.

IMPROVEMENTS NEEDED

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

- Continue to address weaknesses in teaching that lead to satisfactory and unsatisfactory lessons
- Give more continuous experience across the strands of learning in the Foundation Stage

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved* in areas of learning and subjects

*Achievement is a measure of how well pupils are doing, taking account of their progress and their capability

Pupils achieve well although their work in English and science is below the national average by Years 2 and 6. Achievement in mathematics is good with standards that are average at Year 2 and 6. Progress in Years 2 and 6 is more rapid because the teaching in these years is stronger. Children in the Foundation Stage achieve satisfactorily

Main strengths and weaknesses

- Very good teaching in Year 6 makes sure that pupils make rapid progress
- Standards in mathematics are rising and pupils throughout the school achieve well
- Pupils achieve well in ICT with a good number in every year group moving on to higher levels of work
- Children in the Foundation Stage achieve well in communication, language and literacy and satisfactorily overall.
- Pupils with special educational needs, including those with hearing impairment, achieve well because of the very good support they receive

Commentary

1. When children start at the nursery, a majority have attainment that is very low compared to what is typical for their age. All achieve well in communication, language and literacy because of good teaching, and satisfactorily in other areas of their learning. Children make satisfactory progress overall but few will have reached or exceeded the goals that are set nationally for children by the end of reception. Therefore standards overall are well below average.
2. Results in reading and writing in Year 2 and Year 6 were well below the national average in the 2003 national tests and assessments. However, standards are improving because of the good teaching and by Year 2 and 6 are now below average. The school has recognised that boys have not done as well as girls in the past in reading and writing in Year 2 and has taken successful action to deal with this. Standards in handwriting in Year 2 and Year 6 are above average and standards in speaking, listening and spelling are average. Pupils with special educational needs achieve well because they are well supported.

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

Standards in:	School results	National results
Reading	13.9 (16.2)	15.7 (15.8)
Writing	13.1 (15.5)	14.6 (14.4)
Mathematics	15.6 (16.0)	16.3 (16.5)

There were 55 pupils who registered for Key Stage 1 in the year group. Figures in brackets are for the previous year.

3. Results move up or down from year to year partly according to the percentage of pupils with special educational needs, including hearing impairment. In 2003, they dropped more in reading and science than in mathematics. This is because almost two thirds of the group had some special educational need and a quarter attained at the lowest levels. The nature of the special needs affects pupils' capacity with language more than it does their mathematics. Consequently results in national assessments in 2003 were well below the national average in

reading and writing and below average in mathematics. When comparing pupils' performance with that in schools serving similar areas, it remained well below average in reading, below average in writing and average in mathematics. Girls have performed better than boys to a degree that is recognised by the school and measures to address this are proving successful.

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

Standards in:	School results	National results
English	23.9 (24.7)	26.8 (27.0)
mathematics	27.1 (24.6)	26.8 (26.7)
science	27.2 (23.7)	28.6 (28.3)

There were 69 pupils who registered for Key Stage 2 in the year group. Figures in brackets are for the previous year.

4. Again results fluctuate according to the number and nature of the pupils with special educational needs and are most affected in the subjects that require language. In 2003 they were well below the national average for English and science and average for mathematics. Compared to the results in similar schools based on free school meals, results were well below average in English, below average in science but well above average in mathematics. Test results also showed that between Year 2 and Year 6, the pupils had made as much progress in mathematics as pupils in schools serving similar areas, but their results were well below the average in science and in the bottom five per cent in English. There was some underachievement in English for all pupils which the school analysed as due to weaknesses in pupils' writing. There is also the additional factor that the school has a large number of pupils with hearing impairment. The sign language they use does not have the range of alternatives and it takes longer for them to acquire the richness of vocabulary and structure that they need to achieve higher levels. The success in mathematics is attributed to the strong focus that the subject had been given during the year through staff development and it is less dependent on shades of meaning within language. More able pupils did particularly well in mathematics and reasonably well in science.
5. The headteacher and governors are tackling issues effectively in order to raise attainment. For example, the good improvement in mathematics results in 2003 looks set to continue this year. Weaknesses in writing have been addressed through setting clear curriculum targets for pupils that reflect their particular weaknesses and the results are evident in the better standard of pupils' work this year. Boys are doing better because teachers in each year group produce an action plan that looks specifically at ways to encourage them. However, there are still times when weaknesses in teaching limit what pupils can do; for example, too many activities carried out in too little time result in more difficult writing tasks not being completed.
6. Good achievement was seen by Year 6 pupils in all of the subjects for which there was enough evidence, that is English, mathematics, science, ICT and religious education. Achievement in mathematics and ICT are the most consistent throughout Years 3 to 6 because of the emphasis these subjects have had through staff development. The consistently high quality of teaching in Year 6 ensures that pupils make rapid progress but in other year groups there is more unevenness in the quality of teaching and therefore in the level of pupils' achievement. By Year 2, achievement is good in science, ICT and religious education and satisfactory in mathematics. In the majority of lessons seen from Year 1 to Year 6, pupils achieved well. This good achievement is supported by evidence from pupils' books and in discussions with them. There is further work to be done, however, to make sure that this good achievement is commonplace in all lessons and classes.
7. Pupils with special educational needs make good progress towards their targets. This is due to good teaching and very effective specialised teaching, which ensures that work is planned to take into account the individual needs of pupils. Booster and 'Springboard' classes effectively

support learning to target areas of weakness and raise standards. Pupils work hard and achieve well.

8. There was a general issue at the last inspection to raise pupils' attainment. There is good improvement in standards in mathematics and ICT throughout the school and additionally in English and religious education by Year 2. In all other subjects for which there is sufficient evidence, the improvement since the last inspection is satisfactory.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to their work. Provision for their spiritual, moral, social and cultural development is good. Attendance is well below the national average for primary schools and is unsatisfactory.

Main strengths and weaknesses

- Pupils are enthusiastic in their approach to school work and respond well in lessons. Good behaviour and attitudes combine to make a positive contribution to learning
- The school makes good provision for pupils' spiritual, moral, social and cultural development. Pupils willingly support each other and form good social relationships with others
- Overall attendance levels for the school are adversely affected by a significant number of holidays being taken during term

Commentary

9. The school has recently made a high priority of improving the standards of behaviour of all pupils. Teaching staff have high expectations of behaviour and at the beginning of the school year, time is set aside for each class to discuss the school rules and the need to apply them. Pupils respond well as a result and show good behaviour in class and around the school. Mid-day supervisors help to promote the good standards. Pupils' attitudes to learning are good. They listen well to instructions, concentrate on the tasks they are given and try hard to please. They are happy to show and talk about their completed work. They will work co-operatively in groups or pairs when required, take turns without disagreement, and share resources sensibly.
10. Pupils' personal development is good. This is particularly demonstrated in the way they show sincere respect and care for those with special educational needs or hearing impairment. No pupil is unable to join in playground games. The school elects 'Bully Buddies' from amongst pupils and staff. The 'Buddies' wear identification badges and make themselves available for any pupil who feels in need of help or advice. Pupils also elect class and school councillors whose main task is to gather information on their classmates' suggestions or concerns about the work of the school, discuss them with the headteacher, and agree any action to be taken. Targets for reducing incidents of poor behaviour and the detentions that follow have been set and achieved. Pupils willingly take on additional duties such as setting out play equipment, monitoring corridors and looking after classroom plants and books.
11. Moral standards are good. Pupils know the difference between right and wrong, know what is expected of them, and respond accordingly. Pupils' spiritual and cultural development is enhanced by the school's provision of art and music as well as by work in religious education lessons and in assemblies. Assemblies, attended by parents, include performances by the school signing choir and all pupils and staff use the same signing to communicate greetings. The assembly held during the inspection had the central theme of 'friendship' and the whole atmosphere was filled with emotion. Pupils gain good knowledge of other cultures and faiths through the curriculum and the teaching, and by means of history topics they gain a good insight into their own culture. Opportunities to consider aspects of life in a modern multi-cultural society are more limited.

12. The school carries out daily monitoring of attendance and punctuality. Every absence or lateness is noted and recorded for analysis and any unexplained absence automatically generates a telephone call from the school to the parents or carers. The educational welfare officer visits every two weeks to inspect the registers and to agree action, including home visits, to be taken. Despite the school's efforts, the annual attendance level is unsatisfactory and has declined since the last inspection. The school is currently considering what further action can be taken to improve the situation. There have been no exclusions in the last year.

Attendance

Authorised absence		Unauthorised absence	
School data	7.5	School data	0.2
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education with a warm and caring ethos. Pupils' achievement is good overall because of the amount of good teaching. The school inspires confidence in its parents and works hard to keep them well informed. It offers a good curriculum and one that is enriched by its response to those who are deaf.

Teaching and learning

Teaching and learning are good overall in Years 1 to 6 and satisfactory in the Foundation Stage. Assessment is thorough, reliable and beginning to involve pupils well.

Main strengths and weaknesses

- High quality teaching in Year 6 puts a spurt on pupils' progress. The overall good teaching in Years 1 to 5 helps pupils to achieve well but variability affects the rate of learning
- Teachers use good ways of keeping pupils interested in their work
- Teaching in the Foundation Stage has strengths and weaknesses and is satisfactory overall
- Teachers make sure that pupils know what they are going to learn and set them individual targets so that they know how to improve
- There is very good support for pupils with hearing impairment and for those with other special educational needs

Commentary

Summary of teaching observed during the inspection in 55 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3(5%)	13 (23%)	17(30%)	19 (33%)	3(5%)	0	0

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

13. Whilst the standards that children reach by the end of the reception class are similar to those of the previous inspection, the quality of teaching in the Foundation Stage is not as strong as before. All adults encourage children to talk and use praise effectively to create calm classrooms and as a result children quickly settle down and willingly work at both the activities they choose and the ones that teachers require them to do. Strong teaching of literacy skills

helps children to learn about sounds and to use them as they write. Whole-class groups are sometimes too big to accommodate the wide range of children's needs, especially in number work. The nursery teacher manages the awkward classroom space and outside area satisfactorily by separating activities but this means that the children do not have continuous access to some important areas of learning.

14. Teachers are well informed about the higher than average number of pupils with special educational needs. Clear guidelines for meeting such a wide range of needs are used successfully to improve learning. Teachers are sensitive to the needs of individuals and work is planned appropriately and at a suitable level. Teachers and support assistants are instrumental in setting targets for pupils and are in a favourable position to monitor progress. Classroom assistants work very closely with teachers and are valued for the contribution they make to pupils' learning. Accommodation and resources are good and ICT is used very effectively to support a wide variety of learning. The teaching of those with hearing impairment is very good and the inclusion of these pupils in the life of the school adds greatly to its richness and to the learning of all pupils. This is evident in the way hearing children absorb sign language and make efforts to communicate by using it. It is also evident in a more subtle way in the body movements of the pupils who are in the school musical play which are more fluid and expressive than is often the case.
15. A strong focus on teachers presenting learning in different ways means that teachers get pupils' interest quickly and sustain it well in the best lessons. Good examples of such successful teaching were seen in literacy lessons in reception, Years 1, 2, and 5, in mathematics lessons in Year 2 and in all of the lessons in Year 6, three of which were excellent. 'Talking partners' is one of the strategies that is working well in all subjects. This helps pupils to order their thinking by talking it through with a friend. Lessons that were less than satisfactory occurred in Year 1 and the nursery, and in both cases there were too many activities without a firm structure to enable them to be successful; in a Year 5 literacy lesson the teacher's inadequate subject knowledge led to pupils making little gains in learning. Some teachers mark pupils' work extremely well, offering both a good model of writing and presentation as well as telling pupils clearly what they need to do to improve. In other cases the model is not as good and the marking does not guide pupils further.
16. Since the last inspection teaching has improved overall. The amount of good and very good teaching has doubled but there is slightly more unsatisfactory teaching. Teachers have increased their confidence in teaching mathematics and ICT and the result is that pupils are achieving well in these areas. Pupils throughout the school are set personal learning objectives based on their identified weaknesses which they understand clearly. Assessment information is used well to measure what pupils know and how much progress they are making and to identify who needs more support.

The curriculum

The school provides a good curriculum that is enriched with a good range of activities outside normal lessons. The curriculum is well matched to the needs of pupils in Year 1 to Year 6. The curriculum in the Foundation Stage is satisfactory. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- Inclusion for hearing impaired pupils is a real strength of the school
- Provision for pupils with special educational needs is very good and they achieve well
- The organisation of the school day is tailored to meet the needs of pupils
- The quality and use of outdoor accommodation place some restrictions on the curriculum for nursery and reception aged pupils
- A good programme of extra activities enriches the curriculum

Commentary

17. The quality of the curriculum has improved since the last inspection and is now good. It is enhanced by a strong partnership between teachers and support staff. Pupils are motivated and learn well because the provision is generally stimulating and varied.
18. The school places pupils' learning and individual needs at the forefront of curriculum decisions. An example of this is the re-arrangement of time within the school. Each day, time is set aside for extra work programmes to meet individual needs. Some pupils work on scientific vocabulary whilst others are developing their spelling skills.
19. Appropriate emphasis is placed on the key areas of literacy, numeracy and science. In mathematics more work is required on shape and space in Year 1 and Year 2, and the construction of geometrical shapes is weak throughout the school. In science opportunities for investigative work are being developed. The ICT curriculum is good and the English curriculum is very good. All statutory requirements are met. National Strategies for Literacy and Numeracy are implemented.
20. The school takes great care to include all pupils fully in the curriculum, regardless of race, gender and aptitude. All the pupils with special educational needs have access to the full curriculum and achieve well. This is due to the high quality of the support they receive. They also have access to a wide range of out-of-hours activities. Planning for these pupils is very good. It clearly identifies how specific tasks will be structured to take into account their specific needs. Setting in mathematics and English from Year 2 enables pupils to work at an appropriate level where support can be more appropriately targeted.
21. Children in nursery and reception classes have insufficient access to outdoor learning. Planning for purposeful play activities in this area is underdeveloped and impacts negatively on children's achievement.
22. A good range of extra-curricular activities enriches the curriculum. Activities include sport, dance and the arts. Clubs, such as football, cricket, ICT, and craft, are very well supported and greatly appreciated by the children. An arts week made a good contribution to the creative curriculum. Children worked with a professional artist to create a mural on the theme of togetherness. Their designs were transferred and the images on the infant wall serve as a lasting memory of this very popular event. The school has a unique choir of pupils who sing by signing.

Example of outstanding practice

This is an example of one of the ways that the school is helping pupils to share their emotions and to find ways to communicate with those who have hearing impairment

Hearing children live in a world rich with sound, deaf children in a world of silence. What would it be like to be in their shoes, to be unable to hear music? How would people sing without sound? In this school they do: the signing choir. Hearing pupils sign songs to an audience, expressing through their bodies what we normally hear. They move as a single unit, harmonious in gesture, inspiring to watch. A choir of silent voices, that is deeply moving.

Care, guidance and support

The school is keen to involve pupils by seeking their views. It provides a good level of pastoral care for all its pupils. Health and safety issues are properly addressed and the school watches over pupils' welfare well.

Main strengths and weaknesses

- Through good staff/pupil relationships, pupils have very good access to well-informed advice and guidance
- Involvement of pupils in discussions of aspects of school life gives them an effective voice in suggesting where and how improvements can be made
- The systematic approach to health, safety and welfare provides a safe environment that is conducive to learning

Commentary

23. Relationships between the staff and pupils are good in all age groups. Through discussion with others and the continuous monitoring of pupils' academic and personal development, staff know each pupil as an individual with individual needs. The information gained is used to ensure that future lessons and the support to be given are fully appropriate to enable all pupils to make progress. Pupils are encouraged to make their concerns known. Pupils with special educational needs and hearing impairment are very well supported by the very high standards of the specialist staff employed by the school and by the visiting specialists who regularly attend. These pupils have individual educational plans that contain targets that are agreed by parents, and are regularly reviewed to check progress.
24. The school uses questionnaires and class discussion sessions to find out what pupils feel about various aspects of the life and work of the school. To increase the level of pupil involvement, the school has also established both class and school councils. Volunteer members from each class in Years 2 to 6 are elected by their classmates to present their suggestions or concerns to the headteacher at regular meetings. Recent topics successfully considered include work on improving behaviour, preparation of a new school motto, changes to physical education kit and selecting the lunchtime clubs. The councillors are enthusiastic and feel that their contribution is worthwhile.
25. The school and the governing body work well together to provide a good standard of welfare for all pupils. Regular inspection of the premises is made and risk assessments carried out and recorded. Required annual testing of equipment is carried out and fire drills are regularly held. First aid arrangements are good and pupils' medical requirements are recorded. Arrangements for child protection, including Internet security, have improved and are now effective in all aspects. Pupils are well supervised throughout the day and dispersal at the end of school is carefully controlled.

Partnership with parents, other schools and the community

The school has developed satisfactory links with many parents and carers and its links with the local business community are developing well. It has sound links with other schools.

Main strengths and weaknesses

- Excellent provision and support for hearing impaired pupils enable them to be fully included in lessons and to make good progress
- Improved links with local businesses are effective in securing additional resources and support for pupils' learning
- The school provides good information for parents and encouragement for them to take a greater part in the education of their children
- The school has a proactive approach to seeking and acting on parents' requests and concerns
- The school finds it difficult to increase parental support for learning

Commentary

26. The excellent provision and support provided for the hearing impaired pupils are a real strength of the school and their effect is felt across the entire school community. These pupils are respected and cared for by their classmates and are positively encouraged to join in all mainstream activities. Other pupils are proud to be able to communicate by signing and their personal attitudes show they clearly benefit from being able to work and play alongside these more disadvantaged pupils.
27. Since the last inspection, the school has worked well to develop more and better links with the local community. Arising from an English lesson activity in letter-writing, the pupils have established good links with two businesses. The local newspaper has helped sponsor new physical education kit and a nationally renowned company provides an annual challenge day when pupils attend to take part in competitive practical activities and tests. The local business partnership organisation has agreed to provide adult support for school projects. The school makes good use of the local environment and the shops to provide interesting ways to illustrate the curriculum material taught in class. The local church is well used for visits and study work. Use of the school premises by the local community is still limited.
28. The quality of information provided by the school, particularly for informing parents of their children's progress, has improved since the last inspection and is now good. 'Reader friendly' newsletters are issued weekly and keep parents well informed of the school's activities and events. Reading diaries are used as home/school communicators and are being more frequently used. The school prospectus fully complies with statutory requirements. The governing body's annual report requires minor revision as it fails to meet fully with requirements.
29. The school works hard to encourage more parents to come into school and to support their children's learning. The outcome is beginning to improve. A good number of parents, former parents, grandparents and friends of the school are willing to provide help in school and there is a small but enthusiastic group of parents and staff who meet regularly to plan and organise an annual programme of social events for the pupils. There are no social events for parents. Events provided are entrance by 'ticket only' and parents support by buying tickets that contain a profit element for the school.
30. The school makes every effort to establish good links with the parents of pupils who have special educational needs. They are well informed about the progress made at all stages of the special educational needs process. Despite this the quality of parental support is very variable and initiatives set up by the school, particularly in mathematics, have been poorly attended. Close contact with the parents of deaf pupils continues to be maintained and many are happy with what the school is trying to achieve. Attendance at annual reviews is often good.
31. The school regularly consults parents by issuing questionnaires on particular topics. Parents' views on homework are the most recent example. The school analyses the responses and makes changes to secure improvement. Parent consultation evenings are provided each term and attendance levels are rising. However, year group evening events for the explanation and demonstration of initiatives in literacy and numeracy have been poorly attended in some instances and adult education courses offered were also poorly attended. The governing body's annual meeting with parents was cancelled due to lack of support.

LEADERSHIP AND MANAGEMENT

The governing body exercises its role **well**. The headteacher provides **very good** leadership, and is supported **well** by the senior management team. The school is managed **well**.

Main strengths and weaknesses

- The school is fully committed to inclusion
- The headteacher provides strong and very effective leadership
- He receives good support from the deputy headteacher and other members of the senior management team
- The governors have a good understanding of the strengths and weaknesses of the school
- The financial management of the school is very good

Commentary

32. The headteacher provides very good leadership, both in promoting high standards of achievement and in creating a sense of teamwork and inclusion for all staff, teaching and non-teaching, and pupils. This is particularly evident in the provision for hearing impaired pupils, who are enabled to take a full part in the life of the school, through the very good support they receive from all adults in the school, including those who have particular responsibility for them. Weaknesses in the school's provision, for instance in some areas of teaching, are quickly identified and appropriate supportive action taken by the headteacher and his senior management team. All in the school, including teaching assistants, office staff, mid-day supervisors and cleaners, work together to realise its key values of 'support, co-operation and respect'.
33. The headteacher is supported well by the deputy head and senior management team, which has recently been extended to include members from all parts of the school. There is very good leadership of the subjects of English, mathematics and ICT, as well as of special educational needs and the hearing impaired unit. The leadership and management of science and religious education are good; areas of weakness in these subjects have been identified and are being addressed. This is an improvement on the last inspection, when the development of the role of subject co-ordinators was a key issue.
34. The quality of leadership and management of special educational needs matches that of the enhanced resource facility (ERF) for deaf pupils, and is very good. Since the last inspection there has been good improvement due to a closer working relationship between the managers of the ERF and of the school's special educational needs provision. The quality of support for all pupils with special educational needs is very good. This largely reflects the value placed upon them by both managers who insist on, and support, high standards of work. Support teachers and classroom assistants form very effective teams. Class teachers, support assistants and a governor who takes an active interest in school procedures, effectively support both managers. Pupils' records are very well kept, up to date and informative. Good links have been established with receiving schools at secondary level. The Code of Practice is being successfully implemented and up-to-date policies clearly reflect this.
35. The governing body have a good understanding of the strengths and weaknesses of the school and of where progress is being made. They now have clearly identified responsibilities for monitoring key areas of the curriculum, which was a weakness identified at the last inspection. They are fully supportive of the headteacher and other staff in promoting the school's ethos. They manage its finances very well, with a small contingency fund carried forward from year to year. The school's office manager, who is also a member of the senior management team, plays a very effective role in managing the budget and keeping the governing body and headteacher informed.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,182,612
Total expenditure	1,147,373
Expenditure per pupil	2,840

Balances (£)	
Balance from previous year	35,235
Balance carried forward to the next	32,079

36. The management of the school is good. It monitors test results and puts in place strategies to remedy weaknesses, for instance increasing the time allocated to science in Year 6 to give pupils more time to revise what they have learned and assimilate key vocabulary, or focusing on boys' writing throughout the school. The school has already established a 'remodelling team' to put in place the necessary reforms to teachers' workload. The school deals well with the problems presented by the low attainment of pupils on entry, and enables them to achieve well. It provides good value for money.

The effectiveness of the enhanced resource facility (ERF) for Hearing Impaired pupils

Provision for pupils who are hearing impaired is **very good**.

Main strengths and weaknesses

- An outstanding commitment to inclusion ensures that all pupils have full access to the curriculum and are regarded as valuable members of the school community
- Specialist teaching and support for these pupils are of high quality
- Mainstream class teachers work closely with teachers of the deaf and value their input
- Pupils' records are very detailed and there is very good tracking of their progress throughout the school
- Preliminary efforts to set up a close working relationship with the special educational needs manager have been very successful and should continue to develop

Commentary

37. At present the school has the capacity to support 30 deaf pupils, mainly from Derby City Local Education Authority but with a few from outside the immediate area. The pupils' difficulties cover a wide range of needs, from moderate to severe. Some pupils enter school with additional special educational needs, which represent further barriers to learning. Teachers use both speech and sign language to communicate with the pupils. Each of these is regarded as equally important and pupils are able to make individual choices about their preferred method of communication. All pupils are taught to look after their own hearing aids and to recognise when they are not working properly. Support for deaf pupils is delivered within the mainstream classroom as well as through withdrawal, where pupils receive high quality individual and small group tuition. In each year group deaf pupils are placed in the same class to enable the maximum use of signed support and classroom assistance.
38. Many deaf pupils make good progress and soon learn to function independently. They follow the National Curriculum, which is appropriately planned and matched to their individual needs. They enjoy their work and are well supported by other hearing pupils. An excellent example of this is the 'signing choir' which has 20 hearing pupils who have volunteered to learn signing. A large proportion of hearing pupils are capable of using basic communication skills which they willingly employ when communicating with their deaf peers.

39. The quality of teaching for deaf pupils is very good, particularly the high level of specialist teaching to improve their communication skills. This enables pupils to have full access to the curriculum and to any out-of-hours provision. Teachers and support assistants work closely with classroom teachers to ensure that deaf pupils make the best possible progress. Having been attached to a year group they are then responsible for the planning, assessment and recording of pupils' work. Records are very detailed and provide a clear picture of the progress pupils make. Information gathered is used effectively for annual reviews and end of year school reports. Relationships between teachers and pupils are very secure.

40. Very good leadership and management have created an effective team, totally committed to its work. Strong links are being established with the school's special educational needs manager. ERF guidance identifies what should happen to pupils at all stages and this is clearly understood and closely followed. Close links are maintained with a local community school and with the Royal School for the Deaf. The practice of encouraging and financially supporting mainstream teachers to try to achieve Level 1 in British Sign Language indicates the high value the school places on the inclusion of hearing impaired pupils in its life and work.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. Children in the Foundation Stage are taught in the nursery and in two reception classes. When children start the nursery, their attainment is very low compared to what is typical for their age. Teaching overall is satisfactory but is not as strong as at the previous inspection and it leads to satisfactory achievement from the children. Leadership and management in the Foundation Stage are satisfactory but not enough attention is given to using every opportunity to co-ordinate learning across all three teaching bases. There are some well-structured learning activities in the nursery but the awkward classroom shape and its outside area are not managed in a way that allows children to learn continuously. Some children will reach the goals set nationally for them but many will not. The standards of children's work by the end of reception is well below what is typical for their age in communication, language and literacy and mathematics, in line with expectations in personal and social development and below expectations in creative and physical skills. No overall judgements were made in knowledge and understanding of the world owing to inspection priorities not allowing sufficient time to review this.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- The support and encouragement that adults give encourage children to make confident relationships with them and with each other
- Children are happy and well settled into learning routines

Commentary

42. Teaching is satisfactory; children achieve well within the opportunities given but their attainment is in line with the nationally expected goals by the end of reception. The relaxed start to the session helps nursery children to leave their parents and carers happily and they quickly settle in. Adults are warm and welcoming and this helps the children to feel secure and want to learn. There is a good emphasis on social skills such as learning to say 'please' and 'thank you' at snack times. The routines are well established. For example, children respond quickly and quietly to changes of activity indicated such as sitting ready for music time. Children happily engage with adults in tasks they are given and choose their own activity when it is time to do so. The division of the session into distinct sections, in different parts of the room or outside, means that children do not have the flexibility to complete some of their chosen activities.
43. Children move into the reception classes happily. Most can sit still and take their turn at talking when the whole class come together and they show good levels of concentration in some activities such as story times and the beginnings of literacy lessons. At other times they find it difficult to listen attentively, for example when taking part in whole-class number work. Children form good relationships with other children and with different adults. They work equally well with adults and on their own.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Adults encourage children to learn by talking to them about their work and play
- There are good quality books available and adults share these with the children to encourage pleasure in reading
- Well-structured literacy activities in reception develop children's ability to read and write
- More could be done to promote writing skills through creative work and in imaginative play

Commentary

44. Teaching is good; children make good progress but overall attainment is well below what is expected by the end of reception. Talking forms an important part of the work in the nursery and is especially important given the number of children who do not speak clearly, use simple phrases or in some instances are reluctant to answer except by gesture even when they are quite clearly working or playing happily. Adults provide children with good models of speech and good encouragement for them to explain what they are doing. There is regular specialist help from a representative of the Sure Start initiative who supports individuals in the nursery and some in the home on a weekly basis to develop speech and language through play. Many of the nursery children do not hold pencils well but manage simple activities such as copying over transfers. There are also some opportunities for children to write as they play but more could be done. For example, charts in the hospital corner could be extended to provide a wider range of learning through play to develop writing skills. Children in the nursery happily share stories with adults, and some will talk about the pictures and say what is happening. Interest in books continues in reception where children also learn through more formal reading activities and are beginning to read phrases and sentences. Reading and writing were linked together in a very good literacy lesson in reception where the teacher used a good range of strategies so that children saw words, heard sounds and matched themselves with a partner who had a similar card, enjoying the work as well as learning. Children with hearing impairment were very well supported so that they could complete the same activities.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Nursery children learn to count through songs and play
- Whole-class number activities are interesting but some groups are too big for learning to be fully effective

Commentary

45. Teaching and children's achievements are satisfactory but standards are well below the learning targets for the end of reception. Children in the nursery are helped to learn to count as they sing songs and say number rhymes or join in counting games with a dice outside. Reception children can count securely as an activity but few of them can apply their knowledge to a simple problem situation, for example by saying that the next lily leaf in the line to the one they were standing on would be a "4", the one before a "2", and so forth. The activity used by the teacher to develop this had great potential but doing it with the whole class together meant that the questions rarely challenged many of the children and several sat quietly but not actively engaged. Children were better supported in group activities. They recognised the number of

spots and matched spots to the appropriate number but had difficulty with problems wrapped up in words when more than one instruction was given, such as finding the lily leaf with five spots and drawing a line to the one with five frogs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Commentary

46. Children in the nursery have opportunities to find out about the world around them from playing with sand, play dough or water, or with toy cars and vans on a floor mat. Children in the nursery have more regular opportunities to learn from working outdoors than children in the reception classes because they have an adjoining outdoor area. Nevertheless, reception children have a good experience finding out about insects and plants by exploring the grounds close to their classroom.

PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**.

Main strengths and weaknesses

- The small outdoor area is not managed as effectively as it might be

Commentary

47. The first assessments of children's experiences when they come in to nursery identify that a number of children need more learning outside. Although time is planned on a daily basis to give children this opportunity, the outside area is not used as well as it could be to promote their physical development in line with the clear assessments that have been made about their needs. In the sessions seen in the nursery, the teaching was unsatisfactory because the time was used to control children's responses more than to help their learning, for example by providing more bikes or moving children with quoits to another area so that they could throw safely. Climbing equipment was easy for children to get up but too hard for those who felt insecure to get down by themselves. Reception classes have no immediate access to the outside.
48. Too little was seen to judge children's attainment overall by the end of reception. However, nursery children can run, jump and climb satisfactorily. They manage the movements for building and constructing competently. By the end of reception, children's skills in fine work such as cutting, drawing and painting are below those expected.

CREATIVE DEVELOPMENT

49. Too little was seen to make overall judgements about provision in this area. Reception classes have creative activities available throughout the day although children do not necessarily reach them because sessions begin with activities supporting their skills in literacy or numeracy. In the nursery, there are some creative activities at all times. These are in different parts of the room and offered at different times of the sessions; for example, children play in the hospital corner but do not have access to the kinds of activities in the wet area until that part of the classroom is available. This limits the range of learning that they can have during a session and also often curtails their learning because of the change to different areas. Working together, nursery children played musical instruments with enjoyment and satisfactory levels of skill.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Initiatives to raise standards in speaking, listening, spelling and handwriting are having a positive impact throughout the school; however, standards in writing by the end of Year 2 and Year 4 are not high enough
- Leadership and management of English are very good and progress is well monitored
- The quality of teaching and learning is variable across the different year groups
- Teaching assistants contribute well to raising standards in literacy because they are knowledgeable and well deployed
- Pupils make rapid gains in their learning in Year 6

Commentary

50. Results in reading and writing in Year 2 and Year 6 were well below the national average in the national tests for 2003. However, standards are improving because of the good teaching and by Years 2 and 6 they are now below average. The school has recognised that boys have not done as well as girls in the past in reading and writing in Year 2 and has taken successful action to deal with this. Standards in handwriting in Year 2 and Year 6 are above average and standards in speaking, listening and spelling are average. Pupils with special educational needs achieve well because they are well supported.
51. Pupils in Year 2 show confidence and enjoyment in reading. They understand how to blend sounds and know a good number of spelling strategies. Pupils' writing is quite brief. In Year 6 pupils are able to write a good story opener and higher attaining pupils write with confidence and flair. For example, one child wrote, "I ran to the chain link iron gate with the red sign warning: DANGER. I slid open the gate and walked on. The smell of rotting meat filled the air, it was so foul even the flies were dying."
52. The quality of teaching and learning is good overall and pupils achieve well. Teaching in Years 1, 3 and 4 is satisfactory, whilst teaching and learning in Year 2 are good and pupils achieve well. Excellent teaching in Year 6 helps pupils to make rapid gains in their learning. Weaker subject knowledge and teaching in Year 5 mean that teachers in Year 6 have to teach some aspects of the subject that pupils should have already learned.
53. In the best teaching, teachers share the learning intention with the class at the start of each lesson. Consequently, pupils know what is expected of them. Planning identifies activities for pupils of different abilities and resources are used to interest and inspire pupils. For example, in a Year 2 lesson the children gasped in delight as the teacher opened a colourful pop-up book. Additionally, pupils are encouraged to answer challenging questions. Teachers have very good relationships with pupils, and encourage them to participate fully and do their best work. The marking of pupils' work is used effectively in many classes to help pupils understand what they need to do in order to improve, but this is not consistent throughout the school. Pupils are encouraged to read at home and learn spellings but other forms of homework are not given to extend pupils' learning beyond the classroom. In a less successful lesson in Year 5 the teacher's subject knowledge was weak; there was too much teacher talk and insufficient pace, resulting in pupils being inattentive and a lack of opportunity for pupils to demonstrate their grasp of the subject. The school has invested in developing the skills of its support staff. This enables them to work effectively with pupils who have special needs or find learning difficult, ensuring that these pupils make at least the same progress as other pupils.

54. There are several reasons why standards are rising and pupils achieve well. The co-ordinator gives very good leadership. She has been tracking standards with great care and monitoring teaching in partnership with the headteacher. The school's specific focus on promoting pupils' speaking skills, with a view to improving literacy, and particularly writing, is working effectively. Teachers consistently encourage discussion and the use of relevant vocabulary. The use of the 'talking partners' scheme, where pupils have opportunities to talk to a partner before expressing their ideas to the class, is having a positive impact. Pupils are gaining much confidence and learning to formulate well-constructed sentences. All pupils have targets for improvement. Targets are used most effectively in Year 6, where pupils are fully involved in setting their own targets, and also in deciding when these have been wholly or partially met.
55. The systems for assessing and recording pupils' attainment allow progress to be effectively tracked through the school. The information is used well to provide additional learning opportunities for small groups or individuals through the school's monitoring and intervention programme. Improvements in English since the last inspection are satisfactory.

Language and literacy across the curriculum

56. Teachers encourage pupils well to use their speaking skills in other subjects through the use of talking partners and the introduction of specialist vocabulary. Pupils often write in different forms such as letters, posters and invitations when they use computers. Higher order reading and writing skills are not sufficiently developed and opportunities in other subjects such as history are limited.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The good leadership and management are helping to bring about an improvement in standards through the additional training of teachers
- Very good accessibility of the curriculum to pupils with a wide range of learning needs
- Monitoring of provision clearly identifies areas of weakness and seeks to plan for their improvement
- Procedures for tracking pupils' progress throughout the school are very good
- The focus on improving standards has not been as strong in Years 1 and 2
- The attainment target of shape and space is underdeveloped, as is pupils' accuracy when drawing geometric shapes
- The lack of literacy skills of some pupils is leading to difficulties with written problems

Commentary

57. Results of national tests in 2003 show that at the end of Year 2 pupils' standards were well below the national average and were lower than in previous years. This fall in standards was because of the high proportion of pupils with additional needs in this age group. Considerable improvements had been made by the end of Year 6 where national test results were in line with the national average but well above those for similar schools. They showed a significant improvement on the previous year. These improvements were the result of increased training undertaken by teachers and careful monitoring of areas of weakness, which have been improved. Pupils start from a low base in Year 1 and the average standards by Year 6 represent good achievement.
58. By the end of Year 2 standards in mathematics are broadly average as they were at the last inspection. Pupils make good progress and achieve well. A high proportion with special educational needs demonstrate very good achievement by the end of Year 2. This is due to

good teaching and very effective support. All pupils use a number line with confidence when adding and subtracting. Year 1 pupils are able to add and subtract numbers to 10, with some able to go beyond this. Only a minority are able to add three numbers less than six in their heads but can add three digits up to 20 on paper. Most understand the rules of partitioning. From an early age pupils are encouraged to present their work well. Year 2 pupils are competent at calculating money and solving monetary problems. They can order numbers effectively and identify the properties of two-dimensional shapes. Drawings are not always well constructed when pupils explore shapes because many are reluctant to use a ruler for this purpose. Lower attaining pupils require a lot of help with written problems due to a lack of literacy skills.

59. By the end of Year 6 standards of work seen are average with pupils demonstrating good achievement. This is an improvement on the last inspection. Mental skills show a marked improvement. Pupils measure accurately. Higher attaining pupils have a good understanding of solving word problems and produce good all-round work to achieve their targets, including extension targets. They are able to convert fractions into decimals and percentages, and show competence in calculating area and perimeter. Pie charts and graphs are used to interpret data and many pupils are able to plot co-ordinates in all four quadrants. All pupils, including those with special educational needs, work hard to achieve their targets and the presentation of their work is very good. Such a marked improvement in their work is not only due to good teaching but is a measure of how much they enjoy what they are doing. They respond very well to interesting and challenging investigations, with good behaviour being a contributory factor.
60. Teaching is good overall and has improved since the last inspection. Lessons are very well planned to take account of the varied needs of pupils. Most teachers are very secure in their knowledge of the subject due to the strong focus on further training as part of the school's commitment to raising standards. By providing pupils with a range of strategies for calculating and checking their findings, teachers are developing pupils' thinking and understanding. As well as being able to explain their different methods pupils are also encouraged to admit when they do not understand. They respond well to work that is challenging and teachers have high expectations of pupils with special educational needs in this respect. However, higher attaining pupils are not always sufficiently extended and sometimes find tasks too easy. The enthusiasm of many teachers is reflected in the high level of interest pupils have for this subject. The use of ICT is an improving area and homework is used appropriately to reinforce as well as extend pupils' learning.
61. Leadership and management are good. The mathematics manager is a leading mathematics teacher and provides a good role model for others. Arrangements for tracking the progress of pupils as they move through the school are particularly strong. Regular assessment clearly identifies areas of weakness that can then be corrected through careful planning of future work. Very good documentation contains detail of initiatives that have been introduced to improve standards, such as booster classes and Springboard mathematics. A very good portfolio of pupils' work shows pupils involved in a wide variety of investigations and mathematical games, which support learning. Although there has been an improvement in investigative mathematics and problem solving, work on shape and space is underdeveloped. Progress since the last inspection has been good.

Mathematics across the curriculum

62. Good opportunities are provided for pupils to use and develop their numeracy skills in other areas of the curriculum. In history, pupils are familiar with time lines and the sequencing of events. In geography, pupils use graphs to indicate rainfall and co-ordinates to pinpoint specific areas on a map. In physical education and games, pupils score, measure and time, as well as working with shape in gymnastics. Systems of counting and grouping are used in music. Measurement is a feature of science where Year 2 pupils look at the distances that cars will travel. Line graphs are used to plot the boiling point of water in Year 3, while in Year 4 pupils use graphs to show the difference between stretched and relaxed muscles. Graphs continue to be

used by Year 6 pupils to calculate the time taken for material to dissolve against temperature. ICT contributes significantly to the development of pupils' numeracy skills.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Pupils make good progress and achieve well because of good teaching
- Standards are below those found nationally
- Although steps have been taken to develop pupils' investigative skills, there is room for further improvement

Commentary

63. In national tests and teacher assessments in 2003, pupils in Years 2 and 6 achieved results which were well below the national average. However, for pupils in Year 6 this was an improvement on the previous year's results, and the evidence of the inspection showed that standards in the present Years 2 and 6 have improved further. They are still below average. This is largely because of the above average number of pupils with special educational needs, including those with impaired hearing. A lower than usual number of pupils achieve above the expected levels. Most pupils make good progress from the low level of knowledge and understanding with which they enter the school. There is no difference between the achievement of boys and girls. Pupils with special educational needs achieve well.
64. The quality of teaching is good overall. Throughout the school teachers ensure that pupils understand the specific scientific vocabulary needed for a lesson. They usually plan activities well to meet the differing needs of pupils in the class, and very good support is given to hearing impaired pupils by specialist teachers and classroom assistants. Very good teaching was observed in Year 6 classes, where the teachers planned activities very well to develop pupils' understanding of micro-organisms through their research into the work of three famous scientists. Where teaching was unsatisfactory, the teacher had planned too many activities for all the pupils to complete in the time which was allowed, with the result that they were not able to consolidate their learning about plant growth.
65. The school has increased the opportunities for pupils to carry out investigations. For instance, in Year 2 the pupils find out how they can make a model car go faster or slower and in Year 6 they investigate the rate at which different substances dissolve. In Year 5 pupils have the opportunity to plan their own investigation into the growth of plants. However, there is still room for further development, particularly in giving higher attaining pupils the opportunities to devise their own methods of recording their findings.
66. The co-ordinator provides good leadership and manages the subject well. Although science is not currently a focus in the school development plan, she has identified the areas which need development. She has analysed test results and identified weaknesses in understanding. Action has been taken to remedy these, for instance by giving more time in Year 6 for revision and learning specific scientific vocabulary. The school has introduced a science week, with a good range of activities and visitors to develop pupils' interest in, and understanding of, science. Pupils' ability to use numbers is reinforced by measurement, for instance of the distance a car has travelled, and by the use of graphs; there are few opportunities, however, for pupils to develop their literacy skills in science, by writing more extensively about their investigations. The school has yet to develop a system for assessment which will enable them to track pupils' progress throughout the school, and the use of ICT to help pupils in their work is limited. Improvement since the last inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Very good leadership and management in the subject have led to improvements in the curriculum and in the standards that pupils reach
- Teachers' confidence has improved through professional development but is still variable
- There is a secure system for assessing and recording how well pupils are doing

Commentary

67. Pupils are reaching standards that are in line with the national expectations at the end of Years 2 and 6 in all areas of the ICT curriculum; more pupils are reaching the higher levels in every year group, especially in Year 4. This represents good improvement from the previous inspection and is because of the work that has been done in improving teachers' skill and confidence in using ICT, together with a clear plan for ICT learning.
68. By Year 2, pupils type in their work, produce graphs, charts and tables, use art programs to create pictures and program a floor turtle to move. Year 5 pupils have covered a good range of work on using the computer to make things happen. In one lesson they were learning how to write instructions to switch on buzzers and lights. The pace of the lesson was slowed down firstly by equipment problems and secondly by an explanation which was a little confusing. Nevertheless, pupils reached the target by the end of the lesson. By Year 6, pupils use more sophisticated multi-media techniques for presentation. In a Year 6 lesson, for example, pupils were exploring hyperlinks and using sound to add interest. The teacher's clear and confident direction enabled pupils to learn the procedures for adding hyperlinks for sound. Pupils were slow to get started but quickly speeded up as they became more practised with the procedures. Whilst there is still some teacher insecurity, for example when the computers do not work straight away, the teaching overall is good. There is very good support for pupils with special educational needs. A pupil who finds it difficult to behave well, for example, was placed with two who offer good models both for behaviour and for skills with ICT. Pupils who have difficulty hearing are supported by signers and also by being placed for their own work with a group of pupils on the additional computers outside the main suite where it is quieter for them.
69. Leadership and management of the subject are very good. Teachers speak highly of the support that they have had from the co-ordinator and his impact can be seen in the comprehensive coverage of the ICT curriculum and the fact that pupils are reaching the expected standards, with increasing numbers working at the higher level for their age. There is a good system for recording what pupils have done at the end of each piece of work, and records show a good rate of improvement for all pupils.

Information and communication technology across the curriculum

70. ICT is used well to support learning in all subjects but particularly in English, mathematics and science. There are also good examples of work in other subjects, such as art and design in all year groups, and exploring musical ideas in Year 3.

HUMANITIES

71. It is not possible to make overall judgements about history or geography.
72. Some work was observed in pupils' **geography** books but the portfolio of work contained too few examples of what pupils were doing to make it possible to form secure judgements about standards. However, one lesson in Year 6 was observed which was excellent, with pupils achieving standards that were well above average, indicating excellent achievement. The strengths of teaching included very thorough and detailed planning, combined with excellent use of support staff, which contributed to very good team teaching. Excellent cross-curricular links with literacy, science and ICT were also a strong feature.
73. The one lesson seen in **history** was very well planned and resourced to give pupils a sense of the past and of how holidays have changed over time. Year 2 pupils show good awareness of the differences between the past and the present and accept why things are so different.
74. Pupils' work indicates good coverage of events in history. Pupils learn about important people such as Queen Victoria and Florence Nightingale. Their studies include the Tudors, the Victorians, the Vikings and, more recently, World War II. Comparisons are made between the lives of rich and poor people.
75. Teachers encourage independent writing although in Years 1 and 2 spelling is often poor. Although there is evidence that pupils are encouraged to write in their own words, quite a lot of text is copied, either from the board or from books. Pupils with special educational needs have to complete the same work, but there is an obvious difference in the quality of the overall outcome, although presentation remains good.
76. ICT is becoming more widely used to support learning and this is an improvement since the last inspection. A good portfolio of work shows many areas of work in which pupils are engaged. Some impressive work indicates clear knowledge and a sense of time. Work on the Great Fire of London produced some spectacular illustrations.
77. Schemes of work are in place and are appropriate for the range of abilities.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve standards which meet the expectations of the local authority's agreed syllabus
- Teaching is good
- The subject is led and managed well although there are no systems to check on the progress pupils are making
- The school does not give sufficient time to religious education

Commentary

78. Pupils in Years 2 and 6 have a level of knowledge and understanding which matches that required by the local authority's agreed syllabus for religious education. In Years 1 and 2 they learn about Christianity, Judaism and Sikhism, and in Years 3 to 6 about Christianity, Hinduism and Islam. Pupils in Year 2 have visited a Sikh temple. They formulated questions to ask, such as "Why do you have lots of gods?" They are also able to identify different features of a church, again making up questions to ask a Christian minister, such as "Why do people sing songs?"; in this way they develop an understanding of the significance of some features of worship. They

also understand some of the consequences of their own actions; in a lesson observed during the inspection they discussed jealousy in the context of the parable of the prodigal son.

79. Pupils in Year 6 show a good knowledge of the significance of different features of a mosque and Muslim worship. They consider the meaning of the concept of the 'sacred', as well as the practice of fasting in a range of religions, on which higher attaining pupils write quite extensively. Pupils in Years 4 and 5 are familiar with stories from the Old and New Testaments, such as the building of the Temple by Solomon, or some of the parables of Jesus. In discussion pupils in Year 6 showed a good level of respect for the range of faiths represented in this country.
80. There were only limited opportunities to observe religious education lessons during the inspection, but from the evidence of pupils' work and discussion with them, both teaching and achievement are good. In a very good lesson in Year 6, the teacher ensured that pupils had a clear understanding of the different features of a mosque, having first checked the information carefully herself. Although opportunities to visit places of worship other than the church and Sikh temple are limited, good use is made of a visit to Markeaton Park to develop in pupils a sense of the beauty of the world around them. Teachers make good use of 'talking partners' to develop pupils' thinking skills. For instance, good use was made of this approach in Year 2 when the pupils discussed the feelings of the elder brother of the prodigal son, and in a group discussion in Year 5, when the pupils talked about the acceptability of giving in to different types of 'temptation'. Sometimes, however, not enough time is available for pupils to finish what they are doing, as the school does not at present meet the recommendations of the agreed syllabus for the time to be allocated to religious education; in the lesson observed in Year 6 the teacher sensibly extended the lesson to make time for pupils to consolidate their learning. There is also no formal system to check on pupils' progress as they move through the school.
81. The co-ordinator provides good leadership. She has already put in place plans to extend the time allocated to the subject and to develop assessment against the criteria of the agreed syllabus. This has resulted directly from her effective monitoring of pupils' work. Standards have been maintained since the last inspection. There is now a whole-school scheme of work in place, although this is currently being revised to take account of the new agreed syllabus. Improvement since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. Only one lesson of each was observed during the inspection in design and technology, art and design and music and three in physical education. There was not enough evidence to make overall judgements on provision in these subjects. Other evidence considered included teachers' planning, co-ordinators' files, discussions with pupils from Year 6 and photographic and other evidence of past work and extra-curricular activities.
83. Evidence shows that a worthwhile curriculum is provided for **art and design**. The one lesson seen was taught satisfactorily. There was a little too much time spent on discussion. Pupils settled down quickly to their work but did not have enough time to develop their ideas. Their work showed a wide range of skill in drawing portraits but the standard was broadly in line with the national expectation.
84. In the **design and technology** lesson observed in Year 2, the teacher managed the pupils well as they undertook a difficult task sewing buttons on to a pencil case which they had designed and made. Pupils maintained their concentration very well, despite sometimes having to make several attempts to thread the needle. They received good support from parents and other adults. Pupils in Year 6 talked enthusiastically about their designs for air raid shelters, some of which seemed to incorporate every modern convenience! They had planned and made the shelters and evaluated the finished product, as they had with the parachutes they had designed. Pupils have taken part in an inter-school competition for designing and making siege

engines and cranes; in an extra-curricular craft club they are helping to make scenery for the school production.

85. In the one **music** lesson observed, Year 6 pupils were able to recall a range of musical styles, appraise music and compare and contrast the moods created by lyrics and rhythm. Good teaching was characterised by secure subject knowledge, challenge in the work, and high expectations of what pupils should achieve. Subject-specific vocabulary was promoted and explained well. The lesson made a good contribution to the pupils' cultural development.
86. Year 2 pupils have the opportunity to learn to play the recorder through a lunchtime club. This is well attended. Keyboard lessons taken by a visiting specialist are on offer for older pupils. Instrumental lessons are limited, and the school plans to increase the range in the next academic year. An active choir also meets regularly at lunchtime. The opportunity for pupils to participate in assemblies, concerts and religious celebrations further promotes their musical experiences.
87. The school has identified music as an area for development.
88. A very special feature of the school's extra-curricular provision is the signing choir composed only of hearing pupils. Many hearing pupils give their time to learn the British Sign Language and meet weekly to practise and perform.
89. Pupils enjoy their **physical education** lessons and enter into activities enthusiastically. When asked to, they work together sensibly. Pupils are aware of safety issues and use equipment sensibly. In both Year 5 and Year 6, lessons are structured to allow time for the practice and development of running skills. Pupils are encouraged to think about how they can improve. In Year 3, a satisfactory lesson engaged pupils in a variety of throwing and catching activities. Lessons are well planned, with clear learning intentions. Clear explanations and instructions are given, and pupils know what they should do. In the Year 6 lesson, very good emphasis is placed on analysing and improving starting techniques and on the effect of movement on the body. The quality of this lesson was very good.
90. After-school activities support pupils' learning in physical education. Pupils can join a good range of extra-curricular activities that include football, cricket, golf and dance. Play at lunchtimes using a range of equipment helps pupils to develop skills to work and play together effectively.
91. Leadership and management of the subject are shared and are satisfactory overall. The teachers responsible have interviewed pupils and set out a planned programme to evaluate what is happening in the subject. Statutory requirements for physical education are met. The school has identified that the time allocated to physical education is currently below recommendations. It plans to increase the time allocation at the start of the next academic year and to modify the curriculum accordingly.
92. Teachers have indicated a need to further their expertise in teaching dance, and the co-ordinators have arranged training for the summer term.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. No lessons were observed and, as a result, it is not possible to make overall judgements about provision, standards and progress.
94. The caring ethos supports pupils' personal development very well and the teachers' use of circle time provides good opportunities to share feelings and to discuss different topics. Classroom rules are revisited on a regular basis and as a result standards of personal conduct

both in classrooms and around the school are good. Year 6 pupils have recently explored feelings about moving onto secondary school. By the end of Year 6, the pupils are confident and independent individuals.

95. Pupils' behaviour and good attitudes to work reflect the good relationships that exist between pupils and teachers. Pupils show respect for others, and the relationships between hearing and hearing impaired pupils are very good. A number of outside specialists, such as the nurse and dental hygienist, support the subject.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
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	2
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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