

INSPECTION REPORT

ROE FARM PRIMARY SCHOOL

Derby

LEA area: City of Derby

Unique reference number: 131401

Headteacher: Mrs Kate Williams

Lead inspector: Mrs Barbara E Doughty

Dates of inspection: 17th – 20th May 2004

Inspection number: 257345

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 to 11
Gender of pupils:	Mixed
Number on roll:	347
School address:	Worcester Crescent Chaddesden Derby Derbyshire
Postcode:	DE21 4HG
Telephone number:	01332 346310
Fax number:	01332 293616
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Brian Pilmore
Date of previous inspection:	11 th June 1998

CHARACTERISTICS OF THE SCHOOL

This is a larger than average primary school with 347 pupils on roll, including 56 children attending the Nursery class part-time. There is a fairly even mix of boys and girls. Nineteen pupils are from minority ethnic backgrounds, mostly mixed race or Bangladeshi, and there are three pupils with English as an additional language; all of them speak fluent English. The school is situated in an education action zone and the area it draws from is one of considerable social and economic deprivation. There is a higher than average percentage of pupils with special educational needs, over 30 per cent; most of them have moderate learning difficulties or emotional and behavioural problems. The number of pupils leaving and joining the school other than at the start of the Nursery class is high, with 44 per cent of the pupils in Year 6 last year joining between Year 1 and Year 6; 16 per cent joined in Year 6. Attainment on entry to the Nursery class is well below average. In 2002, the school won a healthy school's award; in 1999 and 2003 it was awarded Investors in People; and in 2001 and 2002 it won a school achievement award. There are two temporary teachers currently in Years 3 and 4; permanent appointments are to be made for the start of next term.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22261	Mrs Barbara E Doughty	Lead inspector	Science The Foundation Stage curriculum English as an additional language
14141	Mr Ernest Marshall	Lay inspector	
32827	Mrs Jackson Marshall	Team inspector	Special educational needs English Geography History Religious education
22157	Mr Mike Roussel	Team inspector	Mathematics Information and communication technology Art and design Design and technology Music Physical education

The inspection contractor was:

peakschoolhaus Ltd
BPS Business Centre
Brake Lane
Boughton
Nr Newark
Nottinghamshire
NG22 9HQ

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, which gives good value for money. Pupils do well from a starting point which is much lower than usual and, although standards are still below the national average by the end of Year 6, achievement is good because teaching is effective. Very effective senior managers tackle weaknesses well and staff work together successfully to drive up standards, which have improved faster than in most other schools.

The school's main strengths and weaknesses are:

- Pupils achieve well due to exciting learning opportunities and effective teaching, in particular in the Foundation Stage, Years 5 and 6, and in some classes in Years 3 and 4.
- Pupils do well enough in Years 1 to 2 but too often the teaching is unimaginative and not always adapted to suit the learning style of the pupils.
- Pupils like school and their attitudes and behaviour are good; relationships are very good.
- Pupils do very well in information and communication technology (ICT) to reach above the expected standards by the end of Year 6.
- Inclusion is seamless: those pupils from minority ethnic backgrounds or with English as an additional language do as well as their English schoolmates; those with special educational needs do very well.
- Leaders and managers are very good at tackling weaknesses, inspiring staff and pupils, and driving up standards, but the systems for checking on pupils' progress are in their infancy.
- Literacy skills are not taught or used well enough in other subjects.

Improvements made since the school was last inspected are good. There has been a firm upward trend in performance, with results improving faster than the national rate. Weaknesses have been tackled, some of which are now strengths, such as standards in ICT and pupils' speaking and listening skills.

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	C	C	A
Mathematics	D	C	E	C
Science	C	A	D	B

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

Pupils do well at this school and their achievement is **good**. Children start in the Nursery class with attainment well below that expected for their age. By the end of the Reception Year, they do well to reach the goals they are expected to reach in personal, social, emotional, physical and creative development, and almost reach them in the other areas of learning. During Years 1 and 2 pupils achieve well enough to maintain below average standards in reading, writing, mathematics and science. In Years 3 to 6 standards start to improve again, and although they remain below the national average overall in English, mathematics and science, most of the pupils do well to reach the level expected for their age by the time they leave the school. They are, in particular, confident speakers, but they do not use their literacy skills well enough in other subjects. The relative weaknesses in mathematics apparent in the table above have been dealt with. Standards in ICT are good and pupils make very good progress because of very effective teaching and learning resources. Pupils do well in religious education and standards are in line with those expected in the

locally agreed syllabus. Not enough was seen to make reliable judgements about standards in the other subjects.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. Pupils enjoy learning and have good attitudes towards school; most of them behave well most of the time. Although the school does what it can to combat the below average attendance rate it is unsatisfactory, being greatly affected by a few pupils who frequently take time off and some who have left the school but must remain on the school's register until they enrol at another.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**; teaching is **good**. It is particularly effective in two of the Year 3/4 classes and Years 5 and 6 where teachers weave their explanations and instructions into different parts of the lessons and combine pupils' practical and written work. This keeps pupils interested and, because they are constantly active, helps them to maintain concentration and learn well. However, in Years 1 and 2 an over-emphasis on lengthy teacher explanations and some tasks that do not interest the pupils slow learning. Teaching and learning in the Nursery and Reception classes are good because classrooms are a hive of activity and learning is achieved through children exploring and observing. Throughout the school, relationships are very good and pupils usually work hard to please the teachers. All groups are catered for well. Teachers know what pupils have achieved and use the information to set them targets for improvement, which means pupils know what they need to work on next. Those with special educational needs, often taught in small groups by support assistants, do very well. Learning opportunities are exciting in the Nursery and Reception Year, often in Years 3 and 4 and always in Years 5 and 6, where they are planned effectively to ensure pupils achieve well. There are very good enrichment and extra-curricular activities, which are well attended by pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The excellent leadership of the head teacher is a major factor in the school's overall effectiveness and the high standing in which it is held by pupils, parents and the community. The school's overriding ethos is one of inclusion; this is a community where every pupil is given the chance to fulfil his or her potential. Staff and governors share this vision and good management ensures that the school realises its aims. The governing body fulfils its statutory duties fully and governors effectively support and challenge the work of the school. However, insufficiently rigorous use of assessment data to identify where the most and least progress is made is slowing the management's capacity to make this an even more successful school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with this school and pupils are very happy with it. Pupils are made to feel special and are always treated with respect, sensitivity and understanding. They say that there is always an adult who they can go to if they are worried about anything. Although parents have some concerns about bullying and the few pupils who find it difficult to conform to school rules, they are happy that incidents are dealt with quickly and effectively.

IMPROVEMENTS NEEDED

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

- Improve the systems for identifying where the most and least progress is made.
- Ensure that teaching, especially in Years 1 and 2, always suits the pupils, keeps them interested and extends their learning.
- Ensure that literacy skills are taught and promoted well enough in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Test results have risen over time at a faster rate than nationally. They are below the national average at the end of Year 6, but most pupils this year are on course to reach the expected level for their age and the standards they achieve are good given their well below average attainment at the start of Nursery. The most progress is made in the Nursery and Reception classes, in two of the four Year 3/4 classes and in Years 5 and 6, where the quality of teaching is good; achievement in Years 1 to 2 is satisfactory. A temporary teaching situation in Years 3 and 4 is currently interrupting the learning of some pupils, but senior managers are dealing with this and the situation is being resolved.

Main strengths and weaknesses

- By the end of Year 6, pupils do well in English, mathematics and science.
- Pupils' achievement in ICT is very good because of very effective teaching and very good resources; achievement in religious education is good.
- Pupils with special educational needs do very well due to the very good support and extremely relevant learning opportunities.
- Standards in Years 1 and 2 are not keeping pace with the national upward trend and achievement is slower than it is in the other years.

Commentary

1. By the end of Year 6, standards are below the national average, although this year about three quarters of the current Year 6 pupils are on course to reach the expected level in English, mathematics and science. However, not many are working at the higher level, and this depresses the overall standards reached. It is an improving picture, however, and although there was a decline in test results between 2002 and 2003 because a higher than usual number of pupils had learning difficulties, standards in English, mathematics and science at the end of Year 6 have risen faster over time than in most other schools.

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

Standards in:	School results	National results
English	26.6 (26.6)	26.8 (27.0)
Mathematics	25.5 (26.9)	26.8 (26.7)
Science	27.9 (30.1)	28.6. (28.3)

There were 57 pupils in the year group. Figures in brackets are for the previous year

2. Unfortunately it is not such a positive picture in Years 1 and 2 where standards have failed to keep pace with the national upward trend. Whilst, by the end of Year 2, pupils make satisfactory progress from their attainment at the start of Year 1, teaching does not always capture the interest of the pupils and this slows their progress. This is because teachers do not always choose ways of teaching that motivate and inspire pupils' learning as well as it could.

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

Standards in:	School results	National results
Reading	13.1 (14.7)	15.7 (15.8)
Writing	11.9 (11.0)	14.6 (14.4)
Mathematics	14.9 (14.8)	16.3 (16.5)

There were 35 pupils in the year group. Figures in brackets are for the previous year

3. Despite this, standards in speaking are in line with those expected nationally; pupils of all ages are confident talkers because they are encouraged to express their views and are listened to. Their ICT skills are good by the end of Year 2 and very good by the end of Year 6. This is because pupils have access to good quality equipment and effective teaching. Achievement in religious education is good and most pupils meet the requirements of the locally agreed syllabus by the time they leave the school. Their knowledge of world religions and other cultures is secure and their ideas about citizenship mean that they work with and live in harmony with others. However, standards in other subjects are often not as good as they could be because pupils do not use the reading and, in particular, the writing skills taught and learnt in literacy lessons well enough to help them with their work in other subjects.
4. Achievement is good in the Nursery and Reception classes and from well below average attainment on entry to the Nursery, children do well to reach the goals they are expected to reach by the end of the Reception Year in personal, social, emotional, creative and physical development; they come close to reaching aspects of them in communication, language, literacy, and mathematics development. Although overall their knowledge and understanding of the world are below average, their ICT skills are good. Children are confident computer users and are proficient at programming the floor robot to move in different directions.
5. This is an all-inclusive school where pupils of different background, ethnicity and gender do as well as each other. Those with special educational needs do very well. These pupils are often taught by support assistants in class or in a classroom of their own and, because these adults have a very clear idea about what these pupils need to learn next and of how they learn through first-hand experience, work is tailored well to their needs and pupils learn at their own pace.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their personal development, including spiritual, moral, social and cultural development, is good. Annual attendance is well below the national average and is unsatisfactory.

Main strengths and weaknesses

- Pupils enjoy learning and for most of the time behave well and work hard.
- The school makes good provision for developing pupils' spiritual, moral, social and cultural attributes, reflected in pupils' responsible attitudes, mutual respect, and thoughtful consideration for others.
- Attendance is less than satisfactory due to high absence rates of a few pupils and a few pupils having to remain on the school's register despite having moved away from the area.

Commentary

6. The school has made significant and successful efforts to improve pupils' behaviour. Following the school's request for an increase in the involvement of other support agencies, there have been no exclusions this year, reflecting the success of this partnership.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	328	12	1
White – any other White background	6		
Mixed – White and Black Caribbean	6		
Mixed – White and Asian	1		
Asian or Asian British – Bangladeshi	3		
Black or Black British – Caribbean	1		
Black or Black British – African	2		

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

7. Including the few who find it difficult to conform to structure and routine, most of the pupils behave well most of the time because teachers expect them to. Pupils rise well to this challenge and because of this lessons generally run smoothly and very little time is lost through disruption. Pupils of all ages have the opportunity to discuss class rules and consequently have a good understanding of what these are and, most importantly, why they are necessary.
8. Pupils have good attitudes towards, and an enthusiasm for, work, particularly when inspired by good teaching. Especially at practical activities, they work hard and well together in groups or pairs, share resources, and take turns willingly. Older pupils show a real concern for younger ones and pupils of all ages play together well, have responsible attitudes towards each other, and appreciate that some people choose to live differently from them and have different beliefs. This is because pupils gain good knowledge and understanding of other cultures and faiths, and a good insight into their own culture through their work. For example, in history, visitors talk to pupils about what it was like to live in Derby during World War II and how the city was affected by war. There is no evidence of persistent bullying or racial problems; pupils agree with this and say without hesitation that the school will not tolerate such incidents.
9. The weekly 'good work' assembly attended by parents is used well to promote family pride and social commitment in pupils and parents alike. Through the school's high expectations and staff examples, pupils know the difference between right and wrong. They are ready and willing to help other, and show a need for friendship, and a good understanding of how they can help to maintain a good community spirit in school. Pupils of all ages readily accept responsibility to make and keep their school a happy and friendly place. They willingly take on extra responsibilities such as putting out the Nursery toys, setting up the equipment for assemblies, looking after the library, and answering the telephone. Residential visits help them develop very good social skills, learn about leadership, and understand the advantages of working as a team.
10. Although the overall attendance rate is unsatisfactory, the school works closely with social services and the educational welfare officer supporting a small number of parents who have difficulty in ensuring their children's good attendance. It issues constant reminders to parents and promotes good attendance by awarding certificates; approximately 60 were given out at the end of the autumn term. There are already signs of improvement, but the figures are still adversely affected by pupils taking holidays during term time, illness, and a few pupils who have left the area but have to remain on the school's register until they enrol at another school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	93.1
National data	94.2

Unauthorised absence	
School data	0.4
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good overall. All pupils are included well and those with special educational needs do exceptionally well. The school has good partnerships with parents and takes very good care of their children.

Teaching and learning

The quality of teaching is good overall. It is satisfactory in Years 1 and 2 and good in the Nursery and Reception classes, two of the Year 3/4 classes, and all of the Year 5/6 classes where the learning opportunities excite the children and the teaching methods are adapted to suit their learning style. Temporary teaching in Years 3 and 4 is causing some short-term interruptions to pupils' learning because the style of teaching used does not suit the pupils. However, this is being resolved. Assessment is good in the Nursery and Reception classes and in most classes in Years 3 to 6; it is satisfactory elsewhere.

Main strengths and weaknesses

- Very good relationships built on trust and respect mean that pupils work hard to please the teachers because they know they care.
- Pupils have a good understanding of what they need to learn next because they have personal targets to work towards.
- The good teaching is lively and imaginative, suits the pupils, motivates them to learn, and keeps them on task.
- Teaching in Years 1 and 2, however, sometimes lacks imagination and too often learning is stunted because pupils are not as interested as they should be.
- The teaching of those pupils with special educational needs is focused and suits the pupils, who do well. Support staff are well trained and have a very good idea of what these pupils need to do and how to interest them in learning.
- Teamwork in year groups is very effective.

Commentary

11. Good teaching in the Nursery and Reception classes and in Years 3 to 6 overall means that pupils learn well from starting school to leaving. From the table below, many of the lessons seen were good or better; those that were unsatisfactory were in the Year 1/2 and 3/4 classes. There is some temporary teaching currently in Years 3 and 4, which often struggles to maintain the interest of the pupils. However, this is being dealt with by senior managers, and from talking with pupils and looking at the work they usually do in these and in the Year 1/2 classes, teaching is usually satisfactory overall.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (6%)	9 (26%)	10 (29%)	11 (31%)	2 (6%)	1 (3%)	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.

12. Staff constantly challenge pupils to do their best and then to do just that little bit more. By doing so they instil in pupils a pride and a belief that they can succeed. Personal English and mathematics targets for each pupil give them something to aim for and a purpose in working hard. By sharing with pupils what the lesson is about and what they will learn by the end of it, teachers add to that purpose. Because of this, and the trusting relationships and respect they and the other adults in the school show the pupils, most pupils work hard and behave well most of the time.
13. Pupils with special educational needs are taught very well. Support staff are high in number and well trained. They work very effectively with these pupils, helping them to understand what to do by simplifying instructions and making sure that they work at a suitable pace. Teachers and support assistants are extremely sensitive to pupils' difficulties and when sometimes some pupils struggle to cope with the structure of the school day and routine of the classroom, they help them to deal with their emotions by giving them time out of the classroom, patiently talking with and listening to them. Consequently, these pupils lose little time and usually return to work quite quickly.
14. The teaching of Reception children with special educational needs is extremely successful. These children sometimes work as a group with a learning support assistant. Learning is successful because it is based on observing and exploring, the sessions are lively, and work is tailored very well to meet children's needs.
15. Teaching is so successful in the Nursery and Reception classes and in most of the classes in Years 3 to 6 because teachers understand that pupils learn most effectively when engaged in practical activity. They let pupils try things out, whilst talking to them about what they are doing, and letting them learn from their successes and mistakes. This suits the pupils; because they are active they find it easier to maintain good concentration. Consequently, they enjoy lessons and learn more because of this. However, this does not regularly happen in Years 1 and 2 where lessons tend to stick more rigidly to the structure suggested in the national teaching guidelines, which does not suit most of the pupils at this school. Progress slows in parts of the lessons, especially where pupils sit listening to teachers' lengthy explanations and instructions. An over-emphasis on colouring in and completing worksheets does little to stimulate pupils' interest and although they usually oblige the teachers and do it, they learn very little.
16. Staff work together very well. Teachers plan with colleagues in the same year group, ensuring that pupils of the same age in parallel classes have the same learning opportunities. They use what they know about pupils' previous learning to adapt the work to meet the different needs of the pupils and because of this the work matches their capability, pupils are suitably challenged and they learn well.

The curriculum

The curriculum is good. It is planned effectively to cater for the interests, aptitudes and particular needs of pupils and to ensure that all pupils progress well. It is enriched very well by visits, visitors and after-school clubs. Staff are experienced, well qualified and sufficient in number to meet the needs of the school; the number of support staff is good. Accommodation and learning resources are good.

Main strengths and weaknesses

- Learning opportunities ensure pupil do well because they are exciting, especially in the Nursery and Reception classes, some of the Year 3/4 classes, and in all of the Year 5/6 classes.
- Good links with local businesses enrich pupils' learning opportunities very well, as do visitors and the opportunity pupils have to visit places of educational value.
- The school encourages pupils to start to think about their choice of career and to aim high in their aspirations.
- The learning opportunities for pupils with special educational needs are very good and the high number of support staff help to meet their needs very well.
- The curriculum in Years 1 and 2 lacks imagination and is narrow because it is too often subject-guidance led, rather than creatively planned.
- Literacy skills are insufficiently taught through, or used in, other subjects.

Commentary

17. The curriculum is broad and balanced and meets statutory requirements. Improvement since the last inspection has been good; teaching guidelines are now in place for all subjects. The school's personal, social, health education and citizenship programme is good and includes sex education and the dangers involved in drug abuse.
18. The curriculum for children in the Nursery and Reception classes is rich, stimulating and varied. Detailed plans incorporate all of the areas of learning that should be taught to children before they start in Year 1. Lesson planning is comprehensive, and children have access to a wide range of interesting activities and exciting learning experiences, in both the classroom and the spacious outdoor learning area. The classrooms are well resourced and the children are effectively supported and encouraged by the teachers and support assistants.
19. The National Literacy and Numeracy Strategies have been successfully implemented and are taught daily. They are adapted well by most teachers in Years 3 to 6 and this leads to particularly good achievement in these years. Links with outside organisations, such as the work of the Education Action Zone project, promote worthwhile initiatives that are having a beneficial effect on the development of the curriculum, such as careers-related learning where Year 5 and 6 pupils consider their future careers through links with Derby College, Derby University, St John's Ambulance, and the Young Enterprise Scheme.
20. Curriculum provision for pupils with special educational needs is very good. The school has a strong commitment to inclusion, and the care and support of the pupils are paramount to the teachers and support assistants. There is a close working relationship with outside agencies. Relevant learning opportunities for pupils of all abilities mean that all groups do well, whatever their background, ability or gender. The effective deployment and work of the support staff ensure that those pupils with special educational needs do very well and receive their full curriculum entitlement.
21. There are very good opportunities for pupils to experience an enriched curriculum, with particular emphasis on music and sport. Very good support from industry and an after-school club run by New Deals for Community enhance pupils' learning further. Visitors to school include a local theatre company, the school nurse and doctor, and engineers. Pupils visit local places of worship including a mosque. Trips out of school include visits to an outward bounds centre, Eden Camp and a residential trip to Cranford Adventure Centre. Good links are maintained with other institutions.
22. Teaching staff have the necessary qualifications and experience to meet current curriculum needs. However, the planning and teaching of literacy through other subjects are limited. Furthermore, the curriculum that is taught in Years 1 and 2 sometimes lacks the imagination and creative planning that is evident in other years because it is too narrow and too subject-guidance led.

23. There are plans in place for major building work, which will further enhance the already good accommodation. Space is effectively used to ensure the curriculum is well taught. The building is very well maintained and there is a very spacious outside grass area and adequate outdoor hard play area. Classrooms have adequate teaching space and are well organised, providing an attractive learning environment. There are good resources in all subjects to support teaching and learning.

Care, guidance and support

The school is very effective in ensuring pupils' care, welfare, health and safety. It provides very good support, advice and guidance for pupils and is very successful at involving pupils in its work and development.

Main strengths and weaknesses

- The systematic approach to health, safety and welfare provides a safe environment that is conducive to learning.
- Well-planned and implemented induction arrangements help children in the Foundation Stage to settle quickly and make good progress.
- Pupils with special educational needs are very effectively supported and achieve very well.
- Relationships between staff and pupils are very good and pupils have very good access for advice and guidance.
- An effective school council ensures pupils have a voice in suggesting where and how improvements to school routines can be made.

Commentary

24. The school provides very well for the safety and well-being of the pupils, resulting in pupils working and playing in an environment that is safe and supports learning well. Regular inspection of the premises is made and risk assessments for both in- and out-of-school activities are carried out. Electrical equipment is tested annually and fire drills are held regularly. Pupils' medical requirements are made known to all staff and medicines are kept under strict control. First aid arrangements are good and pupils' medical records are kept up to date. Arrangements for child protection, including Internet security, are fully implemented and staff are adequately trained.

25. The school has developed very effective procedures that ensure children starting in the Nursery quickly gain the trust in staff that is necessary for them to feel safe and secure and to achieve well. Prior to the children starting, Nursery staff visit them and their parents at home which helps to form early and lasting relationships. Parents and children then visit the school to see the accommodation and equipment and learn about what their children will be doing. Parents are given written information about the school and details about how they can support them at home. Constant liaison between staff in the Nursery and Reception classes ensures the good start and progress made in the Nursery are maintained in the Reception classes.

26. Pupils with special educational needs are supported very well by the teachers, support assistants, and visiting specialists. These pupils are carefully assessed and have clear and concise personal learning targets, agreed with parents and reviewed regularly. Teaching assistants meet regularly to share information about the pupils they work with and to talk about what they have found successful when dealing with behavioural issues; they pass on their knowledge and expertise to the other support assistants so that they too support these pupils well.

27. Relationships between the staff and pupils are very good and staff have won the pupils' trust. Teachers continually check on pupils' academic progress and personal development. This enables them to give relevant and useful advice and guidance and ensures pupils improve their learning as they move through the school.

28. In addition to pupil questionnaires, the school seeks the views of, and listens to suggestions made by, its pupils through the school council. The head teacher supports the council and shows them that their views are valued. The 16 members, elected by their classmates, are given the responsibility to find out how pupils feel about the school and what they would like to improve. Members say that they believe that they are trusted by classmates who rely on them to speak up for them. The council has achieved improvements to the inside of the school and to the school grounds. They have discussed behaviour issues at some length and feel they have seen an improvement in the behaviour of some of their schoolmates as a result of their initiatives.

Partnership with parents, other schools and the community

The school has very effective links with parents and the local community. Good links with other schools and colleges are used well to provide a smooth transfer into secondary education for the Year 6 leavers.

Main strengths and weaknesses

- The school's success in widening its links with the community promotes the school well in the locality, and contributes effectively to pupils' learning.
- The school's positive encouragement for parents to take a greater part in the education of their children is working.
- Development of improved links with parents through information and consultation is increasing parental satisfaction.
- Effective links with other schools and colleges provide good support for learning.

Commentary

29. Since the last inspection, the school has further developed its links with the local business community and these are now very effective in providing additional support for pupils' learning. A local engineering company of world renown provides exciting off-site activities in science and design and technology, which generate a great deal of interest and are extremely popular with the pupils. In addition, company staff visit the school to give valuable support in literacy and numeracy sessions.
30. The school uses the local environment very well to extend pupils' learning, such as through field studies in geography. Use of the school premises by local community groups and clubs has increased and takes place on every day of the school week. The community room is in daily use and is valued by parents and parent helpers.
31. The head teacher encourages parents to come into school either to help in classrooms or to attend the numerous family learning courses, which enable them to give more and better support to their children's learning. For example, the new computer suite is available one morning a week for parents to receive tuition in, and practise, their computing skills. Through their work in school, many of the parents gain confidence in their ability to succeed and those who wish to train to become classroom assistants are invited to attend a weekly course run in the school library. The younger pupils are given activity packs to take home and parents are invited to work with them, completing the tasks set. The head teacher refers to the many parents who attend the special weekly assemblies by name when their child's achievement is talked about and praised. This clearly helps to promote good links between home and school and further cement parents' positive views of the school.
32. The school regularly consults and works with parents on specific issues such as homework and how to manage children's behaviour effectively. Regular evening meetings cover topics such as residential visits and how parents can help their children to prepare for the annual tests. Information on what is to be taught each term is circulated and parents are kept up to date with school events through regular newsletters. Consultation meetings are held each term during which parents and teachers discuss pupils' work, how well they are doing, and what their

personal learning targets are. The head teacher and staff make a point of being available at the beginning and end of each school day to meet any parent with concerns. Pupils' annual reports are of good quality and detail well the progress pupils have made. The school prospectus and governing body annual report to parents are both informative and meet statutory requirements fully.

33. The school has good links with the local college and secondary schools. A great deal of relevant pupil information is passed to the secondary schools, which is of help to their next teachers when the pupils transfer at the end of Year 6. On two specific days each July the Year 6 pupils join with pupils from other local primary schools to visit the secondary school of their choice. They meet the staff, join in activities, and gain familiarity with their new surroundings. The school provides work experience placements for secondary school pupils, and placements for college students and parents on National Vocational courses. The college also helps with early careers advice sessions for Year 6 pupils who are beginning to think about what they would like to do when they leave school.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. Leadership is very effective and the school is well managed. Governance is good; the governing body meets its statutory duties fully.

Main strengths and weaknesses

- The head teacher is inspirational and her leadership excellent.
- The school is very effective at including all pupils and making sure that each one has the opportunity to do well whatever his or her background, ability or gender.
- Governors support the work of the head teacher and school well.
- Teamwork is well established, with staff and governors working together in their pursuit of more effective teaching and higher standards.
- The systems for finding out how well pupils learn each year and in each class are in their infancy and not yet effective in identifying where and when pupils make the most and least progress.

Commentary

34. The head teacher's outstanding leadership, supported very effectively by the deputy head teacher, is the major factor in the school's overall effectiveness and the high standing in which it is held by the local education authority, governors, pupils, parents and the wider community. Her vision, drive and understanding of the school have enabled her to create a team who share her extremely high aspirations. Regardless of the high number of pupils on the special educational need and child protection registers, high movement of pupils to and from the school, and low parental aspirations, there is a 'can do' culture which pervades the school. This means that pupils have a belief in their own ability to succeed; standards are rising fast as a consequence.
35. The overriding ethos of the school is one of inclusion. This is a community where every pupil is given the chance to fulfil their potential. Supported very effectively by the head teacher and deputy head teacher, staff play an important part in promoting the school's vision through highly effective leadership of subjects and aspects of the school's work, and their leadership and support for staff within their own teams.
36. Self-evaluation is used very effectively to establish clear priorities for the school to deal with. The senior management team initially analyse a wealth of data to identify areas for development. This process is then repeated with the rest of the staff and governors, ensuring the whole staff have an understanding of how the school can improve and their role within that. It is as a result of this procedure that the head teacher is aware of and dealing with the current teaching weaknesses and the need to develop the pupil tracking system to enable the school to monitor trends in pupil progress more fully.

37. Governors support the school well and fulfil their statutory duties effectively. They have a good grasp of the strengths and weaknesses of the school. They are aware of the measures being taken to improve the school but as yet do not monitor the impact of their decisions fully. The head teacher has built a strong relationship with the governing body that allows governors to hold the school to account and has ensured that they play a full part in her vision and aspirations for the school. Governors are active in the school and many make informal visits to classrooms to work alongside staff and observe lessons at first hand.
38. Management of the school's finances is very good both in the longer term and on a day-to-day basis. Expenditure of the school budget and monies from various initiatives is used well to bring about the improvements identified in the school improvement plan. Although the school is currently holding a considerable sum in reserve, it is to use some of this for building improvements. Governors use best value principles in making their decisions.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	981101
Total expenditure	1022721
Expenditure per pupil	2,938.85

Balances (£)	
Balance from previous year	170084
Balance carried forward to the next	128464

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Children get off to a good start in the Foundation Stage because of good quality teaching, which means that children do well by the end of the Reception Year. Children of all abilities are supported very effectively. The provision for pupils with special educational needs is particularly good in the Reception classes, where these children are taught by a support assistant, who has a very good understanding of their needs and, because of this, tailors the work to suit individuals. Taught in a small group in a classroom of their own, these children do very well because they work at their own pace and take time to reflect on what they are doing. Similarly, in the Nursery class, the most able children are often taught in another classroom where they have the opportunity to work at a faster pace than their younger or less able classmates and can engage in more structured and relevant activities to suit their age and ability.
40. Although the accommodation is good, the Nursery is separated from the Reception classes, making contact between the two difficult. Plans for a new Foundation Stage unit incorporating the Nursery and Reception classes have been approved and work is due to start soon. Meanwhile, however, very good leadership and management by the phase co-ordinator have successfully created a united team of teachers, nursery nurses, and support assistants who work extremely well together to provide a good range of relevant purposeful activities that excite the children and make them confident and secure learners.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children settle very well into school; they are excited by the activities and quickly become secure and confident learners.
- There is good balance of teacher-initiated and independent activities in the Nursery and Reception classes, which are tailored well to suit differently attaining children.

Commentary

41. Children do very well in this area of learning to attain the early learning goals they are expected to reach by the end of the Reception Year. This is because very effective teaching in the Nursery and Reception classes caters well for children's differing needs. Children are made to feel special by the way in which the adults treat them. They are spoken to with sensitivity and trusted to work on their own, which they respond to with pride. Nursery children come into school confidently and leave their parents and carers with ease because the staff welcome them with a cheerful "Good morning". They put their name cards on their carton of milk and settle quickly to their work and concentrate well.
42. Children in the Reception classes are equally as secure and learn very well. They are confident to try new things and enjoy good relationships with adults and each other. This is because the adults make accurate and detailed assessments of their social needs and meet them very well. For example, in one session, a support assistant took one group at a time and provided differently for their assessed needs. Several children who had been seen engaging in solitary play played a game together, whilst another group were given an activity that required them to work as a team and help each other. This effective use of assessment information means that great care is taken to help each child achieve as well as he or she possibly can.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's speaking skills are developed well in the Nursery and Reception classes, making them confident talkers and listeners and giving them something to write about.
- There are lots of books and words around the room to interest the children in reading and help them to spell correctly, but children do not make good enough use of the skills they learn in literacy lessons to help them with reading and writing at other times.
- There are insufficient opportunities for children to practise the early stages of writing through role-play, and teachers' handwriting does not set a good enough example for children to copy.

Commentary

43. Although children do not quite reach the goals they are expected to reach by the end of the Reception Year, teaching is good and children achieve well in the Nursery and Reception classes. Talk is valued and speaking is encouraged; consequently, children are effective verbal communicators. For example, they talked excitedly about what they had done and were eager to show inspectors what they could do, such as form letters correctly and read words from lists and sentences from their reading books. However, they were reluctant to have a go at reading unknown words and rather than spell them out, they waited to be told them. Similarly, whilst they practise spellings and learn to form letters correctly, they do not use these skills well enough in their early independent writing. This is because these skills are taught and used in literacy lessons but children do not make the connection between them and their use in other writing activities. Also the teachers do not set such good examples of handwriting; they do not form letters well enough and their comments in children's books are often untidy.
44. Classrooms help to stimulate the children's interest in language with words and captions for children to read. For example, books about bears are everywhere, supporting their topic. Consequently, children enjoy reading and are eager to read at every opportunity. Nursery and Reception class children choose books freely and the Reception children already recognise a range of words on sight, such as 'dog' and 'here'. They often pretend to be the class teacher reading to the children, showing their imaginary audience the pictures and talking animatedly at them. Children become good readers because teachers tell a good story, reading aloud to them with good voice and facial expression.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A good range of opportunities for children to work with numbers means that children achieve better than could reasonably be expected, but the emphasis on working with numbers means that they are not so well taught in other aspects of mathematics.
- Work is tailored well to meet the needs of differently attaining children.
- Learning targets in the front of books mean that children have a good idea of what they need to work on next.

Commentary

45. Achievement is good in this area of learning and, although children do not reach the goals they are expected to reach by the end of the Reception class, they come close to them in counting and calculating. This is because of good teaching in the Nursery and Reception classes and

work that encourages children to enjoy working with numbers, such as counting and sorting model bears in the Nursery and adding and taking away sets of objects in the Reception classes. Work is adapted to suit different children and their abilities and because of this they enjoy mathematics and achieve success. Classrooms are full of mathematical words and numbers for children to look at and read and children's learning is consolidated further when they sing number rhymes and play number games. Things that they need to learn next are written in the front of their workbooks, so they know what they need to practise and learn to do next. However, there is less of an emphasis on developing children's mathematical ideas and methods to solve practical problems and this slows their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- ICT skills are taught well in the Nursery and Reception classes and most children reach the goals they are expected to by the end of the Reception Year.
- Children are encouraged to investigate and explore in order to find things out, but in the Reception classes their recorded work is formal and based more on National Curriculum subject work normally found in Year 1.

Commentary

46. Although children do not reach the goals they are expected to by the end of the Reception Year, they do as well as could reasonably be expected because of good teaching in the Nursery and satisfactory teaching in the Reception classes. Children in both years are particularly good users of ICT. Most children are confident working on the computer, knowing for example, by the end of the Reception Year, how to use the cursor to move things around the screen and save and print their work. They program floor robots to move in different directions and operate the tape recorder without adult help, for example when listening to taped stories.
47. In the Nursery, children spend most of their time exploring, such as when they were challenged to make a bridge 'tall enough for a toy car to go under'. Questions such as "Is it strong enough?" made them think about how to construct it. Regular cooking and baking activities mean that children talk about how ingredients change state when they are mixed together and again as they are heated. Joining things together daily using glue, sticky tape, string, and paper clips teaches children how to fix different materials together. Some simple recording of findings is encouraged, but greater importance is put on the experience rather than showing that they have done it.
48. This learning is built on satisfactorily In the Reception classes, where there is appropriate emphasis on learning through observation and exploration. 'Activity afternoons' give children many opportunities to investigate, for example when they used different materials to make collages, and looked at and described natural objects, such as pine cones. However, whilst some of the learning is good, it is slowed to a satisfactory pace because teachers do not have enough regard to the Foundation Stage curriculum in this area of learning. Too much of the children's recorded work is based on National Curriculum science, geography and design and technology work, such as labelling parts of plants and making flap-books, instead of concentrating on learning through doing.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children handle tools, objects and construction materials with good control.
- Good attention is given to teaching children about how to be, and stay, healthy.

Commentary

49. Teaching is good and children do well in their physical development to reach the goals they are expected to reach by the end of the Reception Year. The outdoor learning opportunities in the Nursery are very good. Here, children move confidently, practising, for example, throwing and catching beanbags and balls, and manoeuvring wheeled toys along a track. In the classrooms, teachers make sure that children have many opportunities to use a good range of small and large equipment, for example to build, colour and paint. For instance, Reception children hammer tacks into wood with increasing accuracy and their cutting out skills are developing. Work with clay helps to strengthen their fingers and as a result, their pencil control is good; most children form letters with increasing accuracy, and colour between lines well.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children's artwork is exceptionally good.
- Excellent use of role-play areas develops children's imagination well.

Commentary

50. Children do well in this area of learning to reach the goals they are expected to reach by the end of the Reception Year. This is because effective teaching gives children in the Nursery and Reception classes many opportunities to create and use their imagination. Excellent paintings in the style of Kandinsky in the Nursery and portraits in the style of a range of famous artists in Reception classes show off children's good painting skills. Children mix colours to get just the shade they want and their paintings of bears bending over, walking and sitting demonstrate children's precision in drawing what they see.

51. Role-play areas are exciting and children love using them. A bears' cave in the Reception classes and the three bears' cottage in the Nursery enable children to act in character and stimulate their conversational skills well. For example, a small group of Nursery children playing at Goldilocks and the three bears chatted happily about what to give baby bear for tea.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Although standards are below average at the end of Year 6, pupils do well, with about three quarters of them now usually reaching the nationally expected level by the end of Year 6.
- The quality of teaching is good in Years 3 to 6, but just satisfactory in Years 1 and 2.

- Speaking and listening skills are used and taught well through other subjects; however, the teaching and use of reading and writing skills are underdeveloped.
- Very good subject leadership has been instrumental in bringing about good improvements since the last inspection and a rise in standards greater than the national upward trend.

Commentary

52. Standards at the end of Year 6 have improved steadily over time and at a greater rate than nationally. Most pupils now reach the nationally expected level by the age of eleven, doing well from their below average attainment on entry to Year 1. Most pupils make satisfactory progress in Years 1 and 2 but they make good progress between Years 3 and 6, because of more effective teaching, with elements of very good teaching in Years 5 and 6 in particular.
53. This is because in Years 3 to 6 teachers motivate and engage the pupils, adapting their teaching style to capture the interests and attention of the pupils. For example, as a result of well-planned activities, pupils made very good progress in a Year 6 lesson, even though there was a high proportion of pupils with special educational needs. Small groups worked together sticking labels on life-sized silhouettes of people or making lists on large sheets of paper, identifying the characteristics of the main characters in a story they were reading. In their discussion with an inspector, they were able to explain and support their choices with evidence from the text.
54. Pupils are most interested when teachers engage all of them in question and answer sessions rather than relying on one or two to answer. For example, Year 6 pupils responded together as the teacher recapped how to create an effective argument, and Year 1/2 pupils all jumped up to shout out that, during that lesson, they were going to learn about 'describing words'. However, although satisfactory, teaching is less successful in Years 1 and 2 than it is in Years 5 and 6. This is because teachers do not always adapt their teaching styles to interest the pupils and the tasks do not always provide sufficient challenge. There is an over-reliance on completing worksheets that are often inappropriate or only require pupils to do low level activities, such as give one-word answers or colour in pictures. Whilst homework generally supports and builds upon learning in school, some inconsistencies exist, such as inappropriate spellings being provided for some younger pupils.
55. The subject leader's good subject knowledge and regular monitoring of all aspects of English have enabled her to develop a good understanding of what works well and what needs improving. These issues are addressed in the literacy action plan. Assessment information is used effectively to group pupils for literacy throughout the school and identify where and when different groups need extra support from the highly effective deployment of teaching assistants. The subject leader is aware there is a lack of rigorous enough tracking of pupils as they move through the school to identify groups who make better than average progress or those making less progress, analysing the reasons for this, and taking appropriate action.

Language and literacy across the curriculum

56. Since the last inspection the school has worked hard to improve the standards of speaking and listening. Increased provision for pupils to use their language skills in other subjects has been provided and this is now well embedded in teachers' planning. However, their reading and writing skills are not developed to the same extent across the curriculum. Teachers miss opportunities to teach literacy skills through other subjects, whilst pupils do not consistently transfer the skills they have learnt in English to their writing across the curriculum. For example, in science, their spellings are often incorrect and they do not write neatly.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and although standards are below average by the end of Years 2 and 6, most pupils reach the expected level for their age.
- The overall quality of teaching is good but there are insufficient opportunities for brisk, quick-fire questions in the mental arithmetic sessions at the beginning of lessons and limited opportunities for pupils to use their mathematical skills to solve everyday problems.
- Support assistants work very effectively supporting in particular those pupils with special educational needs, who do very well because of this.
- Pupils enjoy their work in mathematics and their attitudes to learning are good.

Commentary

57. Standards have risen at a greater pace than nationally and with support from the local education authority there have been sound improvements made since the last inspection. Most pupils are on course to reach the expected level by the end of Years 2 and 6.
58. By Year 2, most pupils are confident in adding and subtracting single-digit numbers. They can count on and back in sequence from a given number and understand odd and even numbers. Some pupils confidently know the multiplication facts relating to two, five and ten and most understand the fractions of $\frac{1}{2}$ and $\frac{1}{4}$. They can identify time by o'clock and can use a ruler to measure and draw lines in centimetres. Pupils recognise a range of two and three-dimensional shapes and are at present learning positional language to follow instructions and answer questions. By Year 6, many pupils confidently undertake work in all four aspects of number and a few of them have a clear knowledge of individual multiplication facts to 10×10 . Many pupils have a clear understanding of fractions, decimals and percentages, can identify and draw a variety of shapes and angles, classify two-dimensional shapes according to their lines of symmetry, and collect, analyse and display their results in various graphical representations.
59. The overall quality of teaching and learning is good. Pupils are taught in higher and lower ability sets with work tailored to their ability. This means that the work is suitable and they proceed at their own pace, which has a good impact on their achievement. Lessons are planned in year teams, which means that pupils of the same age in parallel classes are taught the same mathematical ideas. However, whilst the teaching in Years 5 and 6 in particular is inspirational and the ways in which teachers chose to teach hold the interest of the pupils well, lessons in Years 1 and 2 are not so creatively planned. They follow the structure prescribed in the national strategy, which is not always appropriate for those pupils who find it hard to concentrate. Whilst pupils have a good idea of what they need to work on next from their personal targets, teachers give them insufficient opportunities to use their computational and other mathematical skills to work practically at solving everyday problems and therefore understand the real purpose of learning these skills.
60. Pupils have good attitudes to learning and are inspired when the lessons are brisk, challenging and fun, which they mostly are in Years 5 and 6. Pupils with special educational needs make very good progress because of the support they receive, especially from the support assistants.
61. Leadership and management of the subject are satisfactory overall. The co-ordinator has one day out of the classroom each term to observe the teaching and learning and to monitor pupils' work and from this she has a fair idea of what does and does not work. For example, she has identified mental mathematics as an area for development. This is relevant because in the lessons observed, brisk, quick-fire questions were not developed consistently across the school. In discussions with pupils it was clear that they were enthused when they were challenged in timed sessions or with challenging mathematical games, but this happens too infrequently.

Mathematics across the curriculum

62. The use of mathematics across the curriculum is satisfactory but is not extensively developed. Whilst there is evidence of some data handling in science and some measuring in design and technology, with the exception of ICT there are limited opportunities for pupils to practise what they have learnt in mathematics lessons in other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Effective subject leadership and management mean that standards are improving at a faster pace than nationally, but the systems for tracking the progress of individuals are not as good as they could be.
- Although below average, pupils do well by the end of Year 6 because of effective teaching, particularly in Years 5 and 6, but they are barely satisfactory by the end of Year 2 because teaching in Years 1 and 2 is unimaginative, and lesson structure and the style of teaching are not altered to suit the pupils.
- Good support from a local business means that the older pupils in particular are faced with challenges that cause them to ask questions and excite them to find answers.
- ICT is not used as well as it could be to support work in science.

Commentary

63. The good leadership of the head teacher, who is managing the subject in the absence of the science co-ordinator, has maintained the on-going upward trend in standards since the last inspection. Teaching is good overall and the emphasis on pupils learning through investigation is having a positive impact on achievement and standards. The very good analysis by senior managers of assessment information has led to the identification of gaps in pupils' knowledge and understanding of, for example forces, which are being dealt with successfully through more effective curriculum planning. However, the way of recording how well pupils do in each year does not allow senior managers to see at a glance where the most and least progress is being made, in order to identify where the most support is needed to bring about more improvements to teaching and learning.
64. Although test results are below the national average, pupils achieve well and most of them are on course to reach the expected level for their age by the end of Year 6. They do particularly well in Years 5 and 6. This is because teachers in these classes adapt lessons from the teaching guidelines and change the way they teach to suit the pupils, some of whom find learning difficult. They come up with imaginative ideas of how to capture pupils' interest and sustain their concentration, such as when pupils tested which type of soil drains the most effectively. The lesson moved at a fast pace and was very practical, with pupil activity interspersed with teacher explanations and pupils found it interesting because of this. They recorded their findings as they went along, and were able to draw conclusions from these at the end. This meant that they learnt at first hand the importance of writing down the results in a readable and manageable way.
65. In contrast, in the Years 1 and 2 classes, lessons follow more closely the usual structure of teacher explanation, pupil activity, and pupils writing up how they did the investigation to prove a theory set by the teacher. Whilst the emphasis on pupils doing the investigation is good and pupils enjoy this part of the lesson, because they record what they have done after they have done it rather than as they do it, pupils see little point in this part of the activity and start to lose interest. The lesson ends once a conclusion is reached and teaching does not go on to pose questions about why the results are as they are, or to ask the pupils what they could go on to explore next. For example, Year 2 pupils talked excitedly about their investigation into whether a banana stayed fresher if wrapped in paper or foil, but they could not explain why it lasted longer in the foil. Similarly, when pupils tested to see if 'magnets can pull metal objects through other

materials', they spent an hour colouring in cardboard spiders, attaching a paper clip to them and pulling the paper clip through paper, hardboard and then Perspex. They were told how to carry out the investigation to prove a given scientific fact and how to record the results. They were not given materials through which magnets would not work, nor were they encouraged to ask why or how, and their learning was stunted because of this.

66. Helpful support and advice from local business technicians for Years 5 and 6 pupils building robots support teaching very well; in particular, challenging questions and expert explanations enhance pupils' understanding of the use of ICT in science. However, neither teachers nor pupils make enough use of ICT to support learning in other science lessons, such as using computers to record findings and present data in different ways.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils have good access to a very well resourced ICT suite.
- The quality of teaching is very good and pupils have positive attitudes towards learning because they enjoy their work.
- The work of the support assistants and computer suite technician is very good and ensures pupils have help when they need it.
- Very effective subject management has led to some very good improvements since the last inspection.
- The use of ICT and the teaching of it through other subjects are underdeveloped and inconsistent throughout the school.

Commentary

67. Standards are average by the age of seven, reflecting good achievement; they are above average by the age of eleven, reflecting very good achievement. Pupils with special educational needs make very good progress because they have very good support from the support assistants. This constitutes very good improvement since the school's last inspection when statutory requirements were not being met, standards were too low, and ICT was a key issue for development. However, by the end of Year 6 most pupils are now confident users of computers and have a good understanding of ICT in general. They use ICT well, for example to structure and present information in different forms and for specific purposes and audiences, such as on spreadsheets and in graph and table form.

68. These improvements are due to very good leadership and management. The subject leader's expertise, combined with the work of the full-time ICT technician, has enabled the new computer suite to be fully operational at all times. They have both worked hard to increase staff confidence and ensure that teachers and support assistants have suitable knowledge and expertise to teach the subject well. As a result, teaching overall is now very good and has much improved since the last inspection due to effective in-service training. Most teachers are now confident teaching ICT skills and for those teachers who are not effective, support is offered by the subject manager as well as the full-time ICT technician who is available to help and advise where necessary. Most teachers have high expectations about what pupils can achieve and pupils rise well to the challenges they are set.

69. Pupils have very good attitudes to their learning and are keen to continue their computer work at home. They enjoy working in the computer suite, which is very well equipped, well designed, and extremely spacious to allow for a good range of ICT activities, with an interactive whiteboard to support the teaching and learning of computer skills. This means that pupils can easily follow teachers' clear instructions and explanations and copy what they do move by move. They then

have time to use and practise the skills and this means that they can use them again in the next session.

Information and communication technology across the curriculum

70. The use of ICT across the curriculum is satisfactory. Displays around the school and in the ICT portfolio of pupils' work demonstrate a good range of work covered by pupils, including the use of paint programs, word processing, database, spreadsheets and simulation programs. However, there are few links with other curriculum areas. Although time in the computer suite is used well by some classes to undertake literacy and numeracy lessons with an ICT focus and small groups often work on topics with a support assistant in the computer suite, ably assisted and supported by the ICT technician, classrooms have only one computer each. This restricts pupils regularly practising and refining the skills learnt in the computer suite independently in their classrooms and using computers to help with work in other subjects, such as to record science investigation results.

HUMANITIES

71. During the inspection one **geography** lesson and no **history** lessons were seen; as a result it is not possible to make an overall judgement about provision for these subjects. In the geography lesson, Year 3/4 pupils were engaged in an environmental study, looking at how they could improve the school grounds. They talked in detail about their survey on rubbish, a poster campaign to stop litter, and designs for waste bins. From other evidence including examples of pupils' recent work, the school provides a wide and diverse range of opportunities for the pupils to learn the skills needed to study these subjects, and displays in classrooms and around the school promote them further.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Religious objects and opportunities for enrichment are used well to interest and engage the pupils and consequently pupils achieve well.
- The subject leader has a good grasp of what works well in the subject and how to improve teaching, learning and standards further.
- Whilst teaching overall is good, a lack of rigour in the identification of what pupils have learnt and how well they are doing means that staff do not always have a clear view of the level of pupils' understanding and what they need to learn next.

Commentary

72. Standards are in line with those set out in the locally agreed syllabus at the end of Year 2 and Year 6. Whilst there is some evidence of work in pupils' workbooks, much of their learning has come from first-hand experiences, opportunities for discussion, and drama. As a result pupils talk enthusiastically and knowledgeably about what they have learnt. For example, Year 2 pupils have gained knowledge of many of the key aspects of Christianity from listening to Bible stories and acting them out, whilst older pupils talked animatedly about the similarities and differences that exist within Christianity following their visits to Roman Catholic, Church of England and Methodist churches. Pupils learn about other religions through a similar approach and by the end of Year 6, most pupils are able to describe the main features, symbols and beliefs of the main world religions.

73. Overall, pupils achieve well throughout the school as a result of good teaching. For example, as part of their work on angels in Year 1/2, relevant and thought-provoking questions posed on a

stimulating display were used effectively by the class teacher to extend and reinforce pupils' understanding. Most of the pupils were able to describe how angels "serve God", "give messages" and that "lots of different religions have them". Stimulating learning opportunities were also provided for Year 6 pupils investigating Hinduism, Islam and Christianity. They were encouraged to research the creation beliefs of their chosen religion and then supplement this by questioning each other to discover another religion's approach. Pupils were motivated by this style of learning and made good progress, identifying the similarities and differences that exist. However, the system of assessment is not rigorous enough to identify where elements of the agreed syllabus need to be taught in more depth.

74. Subject leadership is good and has brought about the improvements identified in the last inspection report and progress has been satisfactory. All aspects of the locally agreed syllabus are now planned for and taught across the school. The co-ordinator understands the strengths and areas for improvement as a result of regular lesson observations. In addition to identifying the need for a greater range of resources, which is now in place, she also highlighted assessment as an area for improvement and is currently developing a series of assessment statements for pupils across the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. No lessons were seen in **art and design** and so no judgement on provision can be made. However, there was ample evidence throughout the school to see the progress pupils are making in the subject, including displays, talking to pupils and looking at sketchbooks. The subject is planned in line with national guidance for teaching and learning in art and design. The school focuses on giving pupils a wide range of experience of the work of famous artists and art from other cultures. These range from the work of van Gogh, Matisse and Pollock to Aboriginal, Maori and African art and there are high quality displays throughout the school which are an excellent stimulus for pupils' artwork. For example, a challenging display on optical illusions focused on the work of Ernst and Escher. In addition, artists have visited the school and a good example is the visit by a sculpture with photographs of him working with pupils. Classroom displays include a coloured chalk scene of a church using the 'Snow Covered Church' by Marc Chagall as a stimulus, paintings stimulated by music, and the use of colour and shape to portray the different moods sensed in the music, clay figure models, printing on textiles and observational sketches of still life. Year 2 and Year 6 pupils were keen to talk about the enjoyment they got from their art and design lessons. They talked about the pencil sketches, especially the sketches of bugs while looking through a magnifying glass, painting, sponge printing, clay models, still life sketches, colour mixing, using pastels, tie and dye and weaving. Older pupils are presently engaged in investigating weaving in different ways and the varying materials that can be woven.
76. No lessons were seen in **design and technology**, therefore no overall judgement is made about provision. Pupils' workbooks, photographs and displays show an appropriate emphasis on food technology and a range of design and make projects from the national subject guidance. Discussions with Year 2 pupils revealed their enthusiasm for food technology and brought about a detailed description of puppets they had designed and made. Year 6 pupils described how they had designed and made musical instruments, picture frames, cushions, moving pictures, and wallets. They enthused, in particular, about when they worked with engineers from a local car and aircraft engine manufacturer at an inter-school competition and won.
77. No teaching of **music** was seen, therefore no judgement on provision can be made. Throughout the school pupils sing joyfully with warmth of tone, and good pitch, rhythm and diction. There is a visiting teacher for violin teaching and pupils can, if they wish, join an orchestra that is run by an instrumental teacher for schools in the area. The school choir is made up of Year 5 and 6 pupils who have taken part in carol singing in the town. Pupils also have the opportunity to participate in a musical event with a local orchestra. Year 2 attend a music party with other schools to take part in sharing music. All pupils have an opportunity to take part in Christmas, spring and

summer concerts. The planning and teaching of music are supported by the national subject guidance and a commercial music scheme.

78. **Physical education** was not a focus for the inspection and so a judgement cannot be made on provision. However, the subject was sampled by looking at teachers' planning, talking to pupils, looking at displays and discussions with teachers. A good corridor display focused on the development of gymnastics and was accompanied by photographs of pupils taking part in the activities. Planning for physical education includes games, gymnastics, dance, swimming and the sporting activities of cricket, football, netball, rugby, tennis and athletics. The school also has close links with Derby cricket club and the Derwent Sports Co-ordinator supports the school's physical education teaching. Teachers ensure that pupils acquire and develop skills and apply them when working on their own, in pairs, or as a team. Pupils evaluate what they and others can do and suggest ways of improving their performance, and understand why it is important to keep fit and healthy. When moving around, using or moving apparatus or when working with others, they learn to consider safety at all times. Older pupils were keen to talk about their experiences in the school sports day, cycling club, gymnastics and dance and playing basketball.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. Pupils' personal development is at the centre of this school's work. It is embedded in all subjects and paramount to the school's success. The good work assemblies are excellent at raising pupils' self-esteem and making parents and pupils feel valued and successful. Consequently, pupils recognise positive things about themselves and have high aspirations about what they can achieve and their future. They have ideas about what kind of career they would like to pursue, with many of the older pupils already having decided that they would like to be professionals such as airline pilots, doctors and authors.

80. The head teacher and staff care passionately for the pupils and work hard to ensure that they develop into confident and secure youngsters. Effective teaching of citizenship results in pupils recognising that being a good citizen "is about being kind, helpful and responsible". Year 6 pupils understand that different people believe different things and accept that they have the right to. They know how to stay healthy and are aware of the dangers of drug abuse.

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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the head teacher	1
The leadership of other key staff	2
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).