

# INSPECTION REPORT

## **ROTHER JUNIOR SCHOOL**

Chesterfield, Derbyshire

LEA area: Derbyshire

Unique reference number: 112661

Headteacher: Mrs H Smith

Lead inspector: Mr Sean O'Toole

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> March 2004

Inspection number: 257358

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	153
School address:	Jawbones Hill Derby Road Chesterfield Derbyshire
Postcode:	S40 2EN
Telephone number:	01246 234546
Fax number:	01246 275053
Appropriate authority:	The Governing Body
Name of chair of governors:	Fr. Ian Davis
Date of previous inspection:	18 <sup>th</sup> January 1999

## **CHARACTERISTICS OF THE SCHOOL**

Located on the edge of Chesterfield, this smaller than average sized junior school draws its pupils from an area of significant socio-economic deprivation, comprising mainly local authority owned housing. Almost all of the 153 pupils (78 girls and 75 boys) are from white UK heritage backgrounds. None of the pupils is at an early stage of learning English. An above average percentage of pupils (40%) are eligible for free school meals. The percentages of pupils with special educational needs and those with statements are above average. Attainment on admission has improved in 2003; the current Year 3 started school with below average skills in reading, writing and mathematics. Previous cohorts have had very low levels of attainment on starting school. The number of pupils attending the school is falling. The school received an achievement award in 2001 and a Healthy Schools award in 2003. Currently the school is involved in the Primary Leadership Programme and Excellence in Cities.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20891	Sean O'Toole	Lead inspector	Mathematics; Science; Information and communication technology; Geography; History; Religious education.
14178	Patricia Willman	Lay inspector	
20911	Judy Dawson	Team inspector	Special educational needs; English; Art and design; Personal, social and health education; Design and technology; Music; Physical education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This school provides a sound quality of education.** The quality of teaching and learning enables the pupils to achieve satisfactorily. The headteacher, staff and governors provide sound leadership and good management. The school provides satisfactory value for money.

#### The school's main strengths and weaknesses are:

- Pupils achieve well in mathematics and science
- Achievement in English and its use in other subjects are unsatisfactory
- Teaching of Year 6 and pupils with special educational needs is good
- Some lessons lack sufficient challenge and pace
- The pupils have positive attitudes and behaviour is good; they are involved very well in decision making
- Some aspects of the curriculum are weak
- The school has good links with parents and the community

The school has improved satisfactorily since the previous inspection in January 1999 but more remains to be done to lift pupils' performance in English. The school has tackled the issues raised in the last report and has improved standards in science and mathematics and the use of assessment. Governors now have a good understanding of the school and ensure it meets statutory requirements. Teaching and learning are better. The school is in a secure position to build upon the improvements made.

### STANDARDS ACHIEVED

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

*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.*

There are significant barriers to learning in this school, including a very high proportion of pupils with special educational needs, low attainment on admission and the poor socio-economic backgrounds of most pupils. Given these factors, **achievement overall is satisfactory**. However, pupils do not do as well as they should in English and boys significantly lag behind girls in writing. Boys and girls achieve equally well in mathematics and science. Pupils with special educational needs, including those with statements, make good progress. More able and gifted and talented pupils are given sufficient challenge in science and mathematics but not enough is expected of them in English, and especially in writing in geography, history and religious education.

The rate of improvement in mathematics and science since the previous inspection has been good and the rising trend in national test results is the result of well focused teaching, backed by substantial training, and a strong emphasis on practical work. There is a downward trend in English which is the result of insufficient focus on using literacy skills across the curriculum to enhance pupils' skills, knowledge and understanding. The school sets well focused targets for performance in national tests and is on course to meet them. Inspection evidence shows that standards in English are well below average. They are below average in mathematics and science but are sufficiently high in these subjects. Most pupils lack confidence in applying their mathematical knowledge to solve problems and have a limited range of mathematical and scientific vocabulary. Standards in ICT and design and technology are average but below average in religious education.

The pupils are well behaved and have good attitudes to work and each other. Relationships between staff and pupils are good. There has been one exclusion but the school has reduced the numbers of exclusions significantly. **The school's provision for spiritual, moral, social and cultural development is good overall.** Pupils are prepared satisfactorily for life in a culturally diverse society. The school council plays an important part in representing pupils' opinions and decision making. Good systems promote attendance. Punctuality is satisfactory but attendance is unsatisfactory though improving.

## **QUALITY OF EDUCATION**

**The school provides a sound quality of education. Teaching and learning are satisfactory with some good and very good features, especially in Year 6.** The school has good procedures for assessment in English, mathematics and science. The teaching of pupils with special educational needs is good and support staff are used effectively throughout the school. Teachers are well organised, have good relationships with pupils and manage behaviour well. Staff make some aspects of learning interesting through the good use of visits and visitors. Developments are needed in improving the pace and challenge in some lessons. Undemanding worksheets feature too much in some subjects and add little to the promotion of pupils' literacy skills. The teaching of English is satisfactory but it is good in mathematics and science. Teaching is at its best in Year 6 where there is good challenge and high expectations. Most pupils work hard and have positive attitudes to learning, especially in practical work in science and mathematics, but the presentation of work is not always good enough. The school's curriculum meets statutory requirements and extra-curricular activities, visits and events such as the Writing Workshop enrich the provision satisfactorily. However, links between subjects are tenuous and not enough is expected of pupils in their work in geography, history and religious education.

This is a caring school that makes good provision for the pastoral needs of pupils and provides well for those with special educational needs. Staffing levels are adequate. The school has satisfactory resources and accommodation. Most parents are supportive of the school and there are good links with the community and other schools.

## **LEADERSHIP AND MANAGEMENT**

The school has a positive ethos. **Leadership is sound and management is good.** The headteacher makes good use of data to set challenges for the staff but more incisiveness is needed in developing the curriculum. Subject leaders' contribution to raising standards is variable, being good in mathematics and science but not as effective in other subjects. The governance of the school is good. Governors have a good understanding of the school's strengths and weaknesses, ensure that all statutory requirements are met and are supportive of the staff. Good use is made of available funds and careful consideration is given to best value when purchasing supplies and services. The school's finances are in good order.

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

Parents are mostly pleased with the school but would like better information about their children's progress. The pupils enjoy lessons, especially practical work, and get on well with the teachers.

## **IMPROVEMENTS NEEDED**

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

- Improve standards in English, especially the quality of writing for boys
- Improve important aspects of teaching, including the pace and expectation in some lessons
- Improve the breadth and balance of the curriculum

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is satisfactory overall. Pupils attain standards which are below average in mathematics and science and well below average in English. Girls are much more successful than boys in writing.

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

- Pupils with special educational needs make good progress
- Achievement in mathematics and science is good
- Pupils in Year 6 make good and sometimes very good progress
- Most pupils struggle with writing especially in their work in other subjects
- Standards in ICT are average but pupils do not use computers effectively in most subjects

#### **Commentary**

1. Attainment on admission to the school is well below average although the current Year 3 started school with standards which were below average in reading, writing and mathematics. Other barriers to learning include the high proportion of pupils with special educational needs, a limited range of skills, knowledge and understanding in most areas of the curriculum, very limited vocabulary, and poor socio-economic backgrounds. The school compensates for some of these barriers to learning through its good provision for pupils with special educational needs and effective teaching of mathematics and science based on practical experiences. Factors within the school which impede successful learning include the overuse of undemanding worksheets and a lack of consistency in developing skills, knowledge and understanding in some subjects. Overall standards and achievement have improved since the previous inspection.
2. Standards attained in national tests in 2003 showed that pupils were below average in mathematics and science and results were among the lowest five per cent of schools in English. This weakness is due to the significant underachievement of boys in writing. When compared with schools in similar contexts standards were above average in mathematics and well above in science but well below average in English. The figures show that in relation to their prior attainment pupils do well in mathematics and science but not well enough in English. Inspection evidence and analysis of the trend in results in tests since 1999 show that standards have risen faster than the national trend in mathematics and science but have declined in English. The school sets realistically challenging targets and indicators are that it is likely to achieve them this year.

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

Standards in:	School results	National results
English	23.3 (23.5)	26.8 (27.0)
Mathematics	26.4 (25.0)	26.8 (26.7)
Science	28.4 (27.7)	28.6 (28.3)

*There were 49 pupils in the year group. Figures in brackets are for the previous year*

3. The good progress made by pupils with special educational needs is due to precise and well focused teaching which makes good use of well crafted individual education plans in meeting individual needs. Very effective support staff and the good use of interesting resources, such as computer programs, enhance learning. In addition, pupils with statements of special educational needs receive good support from outside agencies and regular practice of basic skills enables them to achieve well. The school has identified several gifted and talented pupils and mostly makes suitable provision for them; for example, they often work with older pupils in



the sets in English and groups in mathematics. The needs of the more able are planned for carefully and most lessons take account of their needs so that they make appropriate progress. Girls and boys make similar progress in mathematics and science with the boys benefiting much from the practical approaches. However, boys' progress in writing is poor as they find some of the work uninspiring. The school has identified this problem but more needs to be done to raise standards.

4. The main weakness in English is in writing. Pupils struggle to use an imaginative and technically correct vocabulary in their work in several subjects. The basic skills of handwriting, spelling and punctuation improve steadily but few pupils use these skills effectively in history, geography and religious education. Inspection evidence shows that pupils make good progress in their knowledge of number, shape and data but they struggle to solve complex problems because their understanding of mathematical vocabulary is weak. Similarly in science, pupils' general knowledge is secure but they find it difficult to explain scientific processes and have a weak grasp of scientific terms.
5. Standards in ICT are average but pupils do not apply these skills well in several subjects and this is a weakness. They make good use of numeracy skills in ICT and science, producing effective charts and graphs to illustrate their answers and in design and technology to measure accurately when planning work. Skills in English are poorly developed in other subjects and teachers do not have high enough expectations of pupils' written work in history, geography, and religious education, relying too much on simple worksheets which require little effort to complete. Standards in design and technology are average. Standards in religious education are below average. The work seen and discussions with pupils showed that pupils have a below average grasp of basic knowledge and skills in history and geography.

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

Pupils respond well to the good spiritual, moral, social and cultural values promoted by the school and, as a result, their attitudes, behaviour and personal development are good. Most pupils are punctual, but attendance is unsatisfactory.

### **Main strengths and weaknesses**

- Pupils' good attitudes, behaviour and often very good relationships help to create a positive ethos for learning
- Pupils clearly understand the difference between right and wrong and are consistently encouraged and praised for making the right choices
- Pupils' self-confidence is developed well because their ideas to improve school life are acted upon

### **Commentary**

6. The provision for spiritual and cultural development is satisfactory and makes a good contribution to pupils' positive attitudes to school. They are urged to reflect on moral and spiritual issues in assembly which encourages a deeper understanding of what motivates their actions. They learn about the lives and beliefs of others in their religious education lessons, but there are currently too few first hand opportunities for pupils to experience how people from other cultures live. The school organises a good range of visits to places of interest, for example, the recent visit to Treak Cliff Cavern has stimulated pupils' imagination and the display in the hall highlights this. Pupils feel valued because teachers always listen to their contributions in lessons and this encourages them to participate. Many enjoy poetry and writing stories and the displays of their work around school celebrates this. Pupils talk with enthusiasm about the after school activities and value the opportunities provided. Because pupils with special educational needs receive a good level of support in lessons, they take a full part in discussions and are fully involved in the activities. As a result, most pupils are involved and interested in their learning, which has a good impact on their achievement.

7. Moral and social development are promoted well and this ensures that pupils clearly understand the boundaries of acceptable behaviour within the school community. Most comply with the expectations of their teachers and become sensible and useful members of the community. All staff consistently praise pupils' good work and behaviour and this encourages them to try to live up to their teachers' high expectations. There are very good and effective strategies to motivate pupils to behave well and work hard. They value the 'Golden Treats' and try very hard to earn the right to be included. Because of the very good relationships between most pupils, there are few concerns about bullying and pupils trust the staff to deal with any unkind behaviour quickly, fairly and effectively. The "buddy helpers" have been trained and are successful in providing a moderating and friendly influence on the playground. Younger pupils, particularly, value their presence. The school council plays a major role in decision making in the school and, because their views are respected, they learn how to bring about change and improvement within the school community. Pupils are encouraged to respect and value each other's ideas by listening quietly in class. The residential visit to Dukes Barn undertaken by Year 6 pupils at the beginning of the school year gives them the chance to test themselves and to learn the benefits of teamwork which has a positive impact on their personal development. One pupil was excluded for one day during the last school year for unacceptable behaviour.
8. Although attendance overall is unsatisfactory, records show that this year over half of the pupils have good attendance records and the attendance rate overall is improving. This is the result of good systems recently adopted by the school to monitor and follow-up absences. This has reduced the rate of unauthorised absence significantly and served to remind parents of their responsibility to advise the school of reasons for absence and the importance of regular attendance.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence	
School data	5.5
National data	5.4

Unauthorised absence	
School data	1.5
National data	0.4

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

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Asian or Asian British – any other Asian background
Black or Black British – African

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
148	1	0
3	0	0
1	0	0
1	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a sound quality of education.

## Teaching and learning

Teaching and learning are satisfactory overall with good teaching in Year 6. Assessment is good in English, mathematics and science. The quality of teaching has improved since the previous inspection.

### Main strengths and weaknesses

- Mathematics and science are taught well
- Pupils with special educational needs benefit from good teaching
- Some lessons lack sufficient pace and challenge
- There is an overuse of worksheets
- Support staff contribute much to learning

### Commentary

13. Staff build good relationships with the pupils and create a positive climate for learning so that pupils grow in competence and develop good skills of concentration. The management of behaviour is very good and pupils are given much encouragement through praise and reward. The pupils respond well and this contributes to positive attitudes to learning. The pupils are enthusiastic about most lessons and especially enjoy practical opportunities in design and technology, mathematics and science. They listen well to instructions and settle quickly to tasks; this is especially the case in their ICT lessons where they willingly try out new techniques and skills and work quickly and effectively. Pupils are well motivated and keen to do well and please their teachers, illustrated by their positive response to homework. Teachers give regular homework, although this varies between year groups. Homework is mainly linked to English and mathematics, and occasionally pupils carry out research on their own using home computers. Pupils comment very positively about their teachers and other staff and most parents support these positive views. Inspection evidence shows that teaching meets the needs of most pupils well although there is room for improvement in developing boys' skills in writing.
14. The school provides well for pupils with special educational needs and the teaching is good. Teachers and support staff have a good knowledge of the needs of individuals and make good use of the well crafted individual education plans to plan lessons effectively. Good support is provided in a variety of ways, including withdrawal groups, individual support and the use of support staff working alongside pupils in the classroom. The staff are good at pitching their questions at the right level to involve pupils with special educational needs in all activities and their explanations are well focused. The work set is matched very well to the targets in individual education plans and staff have regular reviews of the progress and achievement of the pupils. Teachers also identify gifted and talented and more able pupils and plan work to challenge them. This is most successful in mathematics.
15. Basic skills are taught well and regular practice of reading is well emphasised. The staff make use of the guidance in the National Literacy Strategy in planning English lessons and sometimes this is adapted very well and results in effective learning which fully engages the pupils, as in Year 6 where the teacher uses his own draft writing to illustrate how to improve stories and to prepare it for publication. However, in some other lessons too much time is spent on repetitive tasks which do little to inspire and enthuse the pupils. Writing skills are not encouraged well enough in other subjects, as teachers often give pupils simple worksheets to complete which do not require the pupils to think beyond the basics. Mathematics is taught well and there is some very good teaching in Year 6 which is focused and challenging and moves learning on at a brisk pace. Staff have good subject knowledge and plan lessons which incorporate the use of resources, have brisk pace and opportunities for the pupils to improve their mental arithmetic skills and to complete good quantities of work. Objectives are made clear and the pupils know what is required. Teachers skilfully use challenging questions, matched to the abilities of the pupils, to assess the pupils' understanding. Science is also taught well and teachers make good use of resources and field trips to bring the subject to life.

Lessons in English, mathematics and science are planned thoroughly and well prepared. Support staff are briefed fully and participate effectively in all parts of the lessons. Teaching is at its most successful when subjects are brought to life through practical work and when pupils are required to explore ideas and skills, as in an ICT lesson in Year 6 when pupils created their own pages of an encyclopaedia for a particular audience, adding good sound effects.

16. Areas for development in teaching include expecting more of pupils in some subjects. For example, the pupils' written work in geography, history and religious education is limited and poorly presented. When worksheets are used in these subjects they are not always sufficiently challenging and often require either colouring in or little written response. Although some teachers set good time limits for the completion of work and this speeds up the pace, some lessons go on too long and the momentum of learning slows. The school has improved assessment since the previous inspection and it is now good in English, mathematics and science and includes helpful marking and guidance for the pupils on what to do to improve. The recent introduction of target setting in English and mathematics in Year 6 is having beneficial impact on learning and teachers use the targets to keep a check on the pupils' performance. This approach is not used as successfully in other year groups.

**Summary of teaching observed during the inspection in 31 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (16%)	12 (39%)	14 (45%)	0 (0%)	0 (0%)	0 (0%)

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

**The curriculum**

The school's curriculum is unsatisfactory. Staff provide satisfactory opportunities to enrich the curriculum through a range of visits and visitors. The school has satisfactory levels of staffing, and adequate resources and accommodation.

**Main strengths and weaknesses**

- History, geography and religious education are not taught with sufficient depth and regularity
- The provision for pupils with special educational needs is good
- There is good provision for personal, social and health education

**Commentary**

13. Although the curriculum includes all National Curriculum subjects and religious education there is an imbalance in the time allocated and insufficient opportunities are provided to extend pupils' skills, knowledge and understanding in history, geography and religious education and this is unsatisfactory. The subjects are planned using national guidelines and the school organises most teaching on a two year rolling programme but this brings some problems in developing skills, knowledge and understanding consistently as topics can be repeated without sufficient emphasis on building on previous learning. The school follows national initiatives in literacy and numeracy and this is successful in promoting basic skills. However, English is not given sufficient emphasis in other subjects and pupils struggle to apply literacy skills across the curriculum. The curriculum has improved in some respects since the previous inspection but much more remains to be done.
14. The curriculum includes good provision for personal, social and health education and there is a strong emphasis on citizenship which does much to engender pupils' understanding of their responsibilities in the school and society. Visits to the town hall and local radio station enhance pupils' awareness of the roles played by elected members and public services. The programme for personal, social and health education includes lessons in sex and relationships

but some teaching about the use and misuse of drugs. Subject leaders play an effective part in monitoring and evaluating English, mathematics and science but their role in other subjects is not well enough established.

15. The staff are aware of the individual needs of pupils and make good provision for special educational needs. There are well written individual education plans and statements are reviewed regularly with parental involvement. The school makes good use of outside agencies and in-house support to meet the needs of pupils through withdrawal groups and support in the classrooms. The staff are aware of the weaknesses in boys' performance in English but there are insufficiently rigorous systems to adjust the curriculum to meet their needs. This aspect of equal opportunities is unsatisfactory.
16. The curriculum is enriched satisfactorily with extra-curricular activities that include football, rugby and a school choir, which joins in music festivals. The residential visit for older pupils does much to enhance pupils' personal, social and emotional development. Additional lessons are available for pupils to learn musical instruments. The popular breakfast and after school clubs meet the needs of pupils and parents well. The school uses the after school club well to promote inclusion ensuring that pupils with particular needs are able to attend. The school draws on funds from the Excellence in Cities initiative to support its good programme of visits out of school. Visitors are made welcome and contribute to learning effectively in religious education, personal, social and health education and history. The recent successful Writing Workshop has made a good impact on pupils' attitudes to writing creatively. The school makes satisfactory provision to prepare pupils for life in a culturally diverse society through studies in art and design and music with some provision made to enhance pupils' understanding of the major religions through work in religious education.
17. Staffing levels are adequate and teachers and support staff make an effective team. There are good opportunities for training and this has helped to improve standards in mathematics and ICT. Staff training is linked to the priorities in the school development plan. The school's accommodation is satisfactory and the governors and staff have responded very well to pupils' requests for improvements to toilets and décor. Resources to support the teaching and learning in the subjects are satisfactory in the main although the library has a limited range of books and many need replacing. There are shortages of books to support research in history and geography. The school's new ICT suite has done much to raise standards in the subject.

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

The school makes good provision for the care, welfare and health and safety of all pupils. The strong relationships in school ensure that pupils receive good quality support and guidance. Pupils' views have a very good impact on the quality of school life.

### **Main strengths and weaknesses**

- The kindness and commitment of all staff ensures that parents and pupils feel confident that any problems will be handled fairly and effectively
- A good range of policies support the good welfare provision well
- Very good opportunities are provided for pupils to be involved in deciding important aspects of school life

### **Commentary**

18. There is an appropriate awareness of health and safety issues. Fire drills are carried out regularly and there is good provision for first aid. Regular checks of the premises are carried out which ensure that the school provides a safe environment. The headteacher is responsible for child protection issues and all staff are aware of their duty of care in this aspect of pupils' welfare. Pupils learn about the benefits of a healthy diet through their science lessons and older pupils are given appropriate information about sex and drugs. Through their personal,

social and health education lessons pupils learn strategies to keep themselves safe and teachers emphasise the safe use of resources in lessons.

19. Because there are very good relationships between most pupils and the adults who work with them, pupils are confident that someone will help them if they are unhappy or worried about something. Any instances of poor behaviour are monitored and action taken to modify such behaviour. Personal, social and health education lessons provide good opportunities for teachers to informally monitor and support pupils' personal development and to identify any specific issues that may be troubling them. Educational support and guidance are good, although pupils do not always clearly understand how they can improve their work. The good induction arrangements for new arrivals ensure that parents are confident that their children will be cared for. The overall good quality of provision in this aspect of the inspection has improved since the last inspection.

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

The school has a good partnership with parents, the community and with other schools.

### **Main strengths and weaknesses**

- Most parents have positive views about the work of the school
- Parents feel welcome in the school and are confident that any concerns will be dealt with effectively
- The good links with the community have a positive impact on the quality of pupils' learning experiences
- There is insufficient formal consultation with parents about school developments

### **Commentary**

20. The parents who took part in the consultation before and during the inspection spoke highly of the work of the school. They comment that they feel welcome in the school and are confident that the school listens to their concerns. They are provided with good information through the prospectus, the annual governors' report and the newsletters. The annual reports on the progress of children are satisfactory. They tell parents what their children have done, but do not always indicate clearly how well they are achieving. The targets for improvement are not consistently specific enough to help parents to help their children achieve them. Consultation evenings are well attended and give parents a clearer picture of their children's progress. Each class teacher provides an overview of what children will be learning during the year. Many parents encourage their children to complete their homework and are keen to support the personal and educational opportunities provided. They volunteer to help with visits and large numbers attend the performances and celebrations held in school. There is currently no regular or formal consultation process in place to canvass parents' views about future school developments.
21. The school has good links with the local community. The local vicar is a member of the governing body, and is a regular and familiar visitor to the school. Members of the community, ranging from the local Member of Parliament to professional footballers from the town's club, come into the school to extend pupils' learning and skills. There are also regular and interesting visits to local amenities which increase pupils' enjoyment of school life. The computer suite is used for a community learning group. There are good links with the infant school and good systems to ensure effective transfer to secondary education. Links with other schools are well developed and effective. The quality of this set of relationships has improved since the last inspection.

## **LEADERSHIP AND MANAGEMENT**

Overall, leadership and management are satisfactory. Leadership is sound and management good. Governance of the school is good.

### **Main strengths and weaknesses**

- The headteacher makes good use of data to pinpoint what needs to be done to improve
- Staff work together well and are committed to raising standards
- Some aspects of monitoring by subject leaders are not rigorous enough
- The governors are supportive and knowledgeable about the school
- Administration, financial planning and management are good

### **Commentary**

22. The school has improved since the previous inspection and has tackled the issues identified well. Standards in mathematics and science have improved as has the provision for ICT, although standards in English remain weak. Governors take a much more focused part in school life and the school development plan provides a useful document for school improvement. The headteacher has built a good team of committed and hardworking staff who work well together and are keen to raise standards. This is due to the firm, competent and committed leadership by the headteacher, who successfully advises and delegates responsibility.
23. Leadership is well focused and the headteacher has the respect of her colleagues and the parents and so is able to provide a firm steer for school improvement. The staff are consistent in their support of the school's ethos and this has helped to create a positive atmosphere in which all pupils feel valued. The school's aims and policies are implemented consistently and the care and welfare of pupils are central to the school's vision. The headteacher challenges the staff and there is no sense of complacency as analysis of the pupils' performance is used to identify where improvements are needed. Subject leadership is variable, being good in English, mathematics and science and satisfactory in the other subjects. The strengths in subject leadership include a commitment to improvement through monitoring and evaluation of the teaching and learning and setting targets which are sufficiently challenging. Areas for development include giving subject leaders more responsibility for forging links between subjects and English in order to raise standards and improve pupils' competence in literacy.
24. The school's secure management systems are used well to bring consistency in all areas of school life. The school runs smoothly and everyone is clear about their roles and responsibilities. There is a good sense of teamwork and staff respond well to suggestions and advice. This is seen in the good leadership and management of the provision for special educational needs. This provision is well organised and overseen effectively by the deputy headteacher who ensures that teaching and support staff are briefed fully on the needs of the pupils. The school meets its statutory responsibilities for special educational needs very well keeping all paperwork up to date and involving parents very well. A strength in the management of the school is the headteacher's use of data and test results to set targets and to challenge the staff. Good procedures identify strengths and weaknesses, which are used well and have brought good success in raising standards in mathematics and science. The school has a well established system for performance management and staff are clear about their objectives and how to achieve them. The school is on course to meet its targets in 2004 national tests and has improved the management of assessment so that staff are clear about what needs to be done to raise standards. This is contributing to good improvement in pupils' progress and achievement.
25. The governors have improved their understanding of the school's strengths and weaknesses since the previous inspection and provide much support and challenge for the staff. They share the staff's commitment to creating a positive culture in which pupils feel comfortable and valued. Governors ensure that the school meets its statutory responsibilities and have implemented good procedures and policies for race equality and equal opportunities and

access for the disabled. Governors listen well to the pupils and respond to their requests made through the school council. This has brought improvements to the toilets and classrooms. Governors are involved in monitoring the school development plan and invite subject leaders to meetings to justify where money has been spent and its effect on standards. They are pleased with the progress made since the previous inspection, especially in developing the provision for ICT.

26. The school's financial arrangements are good. Day-to-day management and administration are effective and help to ensure that the school runs smoothly. There is careful monitoring of spending and funds allocated for specific purposes are used wisely. The additional funding through the Excellence in Cities initiative is being used well to provide support for pupils with emotional needs, to develop the provision for gifted and talented pupils and to provide for wider opportunities for the school to take learning out of the classroom through visits. Finances are monitored rigorously and governors have a shrewd understanding of strategic financial planning. Financial management is robust and spending is linked to the school's priorities in the development plan. The governors and headteacher make good use of best value principles when purchasing supplies and services, looking for ways to maximise the impact of spending by making good use of best value principles.

### Financial information

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

Income and expenditure (£)	
Total income	553,022
Total expenditure	557,023
Expenditure per pupil	2,978

Balances (£)	
Balance from previous year	22,853
Balance carried forward to the next	18,852



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

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **unsatisfactory**.

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

- Standards in writing are not high enough
- Basic skills in literacy lessons are taught well
- There is good support for pupils with learning difficulties
- Overall achievement is unsatisfactory, especially for boys
- Writing skills are not used sufficiently across the curriculum

#### **Commentary**

27. Standards attained in national tests in English have fallen in recent years and are very low. Inspection evidence shows that overall standards are well below average. Standards in speaking and listening and reading are below average and in writing they are well below average, especially among boys. Achievement is unsatisfactory in writing and progress is unsatisfactory. Progress in speaking, listening and reading is satisfactory and improves more rapidly in Years 5 and 6; pupils achieve satisfactorily in these aspects of English. Pupils with special educational needs make good progress because of well focused teaching linked to sharp targets. The more able are challenged sufficiently in reading because books are matched well to understanding but there is insufficient challenge in writing for these pupils. The provision for English has improved in some respects since the previous inspection but writing skills remain an area for development as improvement in this aspect has been unsatisfactory.
28. There has been a good focus on improving pupils' speaking and listening skills and in spite of their limited vocabulary pupils are confident in talking to adults and their peers. Their use of formal English is below the level expected for their age but they communicate effectively and achieve well. Reading is taught systematically and includes homework and regular practice at school. These strategies work well and by Year 6 most pupils cope with a variety of texts, although sometimes the vocabulary is beyond their understanding. Most lack confidence in reading aloud with expression, although the more able do this well. Pupils steadily improve their spelling, handwriting and punctuation skills but have little confidence and competence in writing well structured extended texts, partly due to insufficiently high expectations in the teaching of subjects such as history, geography and religious education.
29. The teaching of basic skills is satisfactory and often good in Years 5 and 6. Where teachers adapt the national literacy strategy to suit the needs of the pupils, the learning is more successful because it is relevant to pupils' needs. Pupils work hard and strive for success but the quality of their writing is hampered by poor vocabulary and the lack of opportunities to write extended passages. Too much of the work is on unchallenging worksheets that require little effort. The introduction of targets for writing is beginning to have a beneficial impact and pupils know what they need to do to achieve higher levels. This is sometimes reflected in the good marking of pupils' work in some classes where mistakes are sensitively discussed and ways to improve are highlighted. Another strength in the teaching is the work done with pupils with special educational needs as staff plan focused lessons which meet the pupil's individual needs through sharp targets. Homework is used effectively to promote reading, although writing tasks are not challenging enough. Most lessons are well structured and teachers are good at asking questions which check on pupils' understanding. Support staff are used very well and this enables all pupils to join in lessons but teachers do not do enough to motivate boys to write effectively. In a Year 3 and 4 lesson with more able pupils the teacher's high expectations and very brisk pace helped pupils to create extended sentences which included

imaginative vocabulary targeted for an audience of older people. The lesson was brought to life with humour and enthusiasm.

30. The subject is led and managed well with the recent introduction of new initiatives to raise standards. There are good assessment procedures and informed use of data but this is not focused sufficiently on providing a spur to boys' progress. The school's resources are satisfactory although the library has a limited number and range of books to support research.

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

31. This aspect of pupils' work is weak. Pupils have limited skills in writing in a variety of subjects largely because too much work requires completing undemanding worksheets in subjects such as history, geography and religious education. Restricted understanding of complex texts in reading hampers their research skills and this slows their progress. Although pupils are taught basic skills such as spelling, handwriting and punctuation, they often forget to use these skills in their writing across the curriculum and this sometimes results in untidy and poorly presented work.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Pupils achieve well, especially in number
- Standards are below average overall, especially in using and applying mathematics
- Teaching and learning are good
- The subject benefits from good leadership

#### **Commentary**

32. Standards in mathematics have improved since the previous inspection and pupils of all abilities make good progress because of good teaching. The school has set realistic and sufficiently challenging targets and is on course to meet them. Pupils with special educational needs benefit from well focused support and achieve well in relation to their targets. The school has identified some gifted and talented pupils and they have the opportunity to work alongside older pupils and this provides them with good challenge. The school's system of preparing pupils for the national tests is very effective and the very good teaching in these lessons ensures that pupils of all abilities are on course to achieve well. Pupils make the most progress in basic skills because the teaching encourages them to try a good variety of strategies when calculating. They have a secure grasp of shape, space and measures and skills in data handling linked to their work in computers. The weakest aspect of mathematics is in solving problems as the pupils' limited understanding of technical vocabulary hampers their progress. There is little difference in the performance of boys and girls.
33. Pupils enjoy mathematics and are keen contributors in lessons. This is partly due to the skilful teaching which encourages the pupils to try different methods and to use skills such as estimation to find a near answer and to have a go. Even the least confident try hard and they are often supported by very good classroom assistants. Teaching and learning are good and often very good in Year 6, where the teachers' subject knowledge is used very well to inspire and enthuse the pupils. Lessons have good pace and are sufficiently challenging as good account is taken of the needs of pupils of different abilities. The warm up sessions with quick fire mental arithmetic questions have contributed much to improve the pupils' competence in accurate recall of number facts. The skills practised in these sessions are developed well through well planned and prepared lessons which include the effective use of resources. Teachers expect the pupils to work hard and often set time limits to ensure that sufficient work is covered. During lessons there are good reviews of what has been learned and the pupils are left in no doubt about what to do to improve through accurate marking and guidance. Pupils say that the introduction of targets has helped them to understand what they need to do next and the sharing of objectives at the beginning of lessons provides a spur to learning. In a very good lesson in Year 6, the teacher carefully linked work on scale to reading complex graphs

which the pupils studied intently and then went on to explain thoroughly. By the end of the lesson all had grasped the links made in the lesson and were well equipped to work independently on complex tasks. Homework is used regularly to reinforce what has been taught in lessons.

34. In recent years the school has focused strongly on raising standards and has equipped the teachers well through much training and support from outside agencies as well as support from the capable subject leader. The subject is led and managed well and all staff follow school guidelines effectively. This is illustrated by the use of the good and recently developed procedures for assessment. Pupils' work is analysed carefully, good use is made of data from national tests to pinpoint weaknesses and the action plan for the subject clearly shows the way ahead. Good monitoring and evaluation of teaching and learning has led to a growth in confidence in teaching mathematics.

### **Mathematics across the curriculum**

35. The use of mathematics to support work in other subjects is satisfactory. There are good examples of work in science using charts, tables and graphs to present data. Teachers make good links with ICT and encourage the pupils to think mathematically when constructing databases and spreadsheets and to use formula which provides a good introduction to algebra. Some of the artwork around school includes satisfactory work on pattern, tessellation and symmetry and this is linked to pupils' understanding of shape. When doing experiments the pupils make satisfactory use of a variety of measuring instruments to record temperature and forces.

### **SCIENCE**

Provision in science is **good**.

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

- Pupils achieve well, although standards are below average
- Teaching and learning are good
- The subject leader provides good guidance for staff
- Pupils struggle with scientific vocabulary and ideas

#### **Commentary**

36. Good headway has been made since the previous inspection in raising standards and pupils now make good progress. Pupils are taught well and receive a well balanced and challenging science curriculum which motivates and enthuses them. Pupils with special educational needs take a full part in lessons because they are supported effectively and the practical way in which the subject is taught brings learning to life. The work set for more able pupils is sufficiently challenging and they make good progress. Boys and girls have a satisfactory grasp of forces and materials and their properties although their knowledge of life and living processes and using and applying science is below average. Their work is hampered by weak skills in language and a limited understanding of scientific vocabulary. For example, pupils carry out investigations and experiments but lack confidence when reporting on what they have learned.
37. Teaching and learning are good. The curriculum is planned well, making good use of national guidelines. Much of the work is practical and this suits boys as well as girls. They work together effectively and share equipment and ideas cooperatively. Lessons are usually well paced although in some cases they go on too long and the pupils' productivity levels drop. Teachers plan thoroughly and involve support staff in working with groups to include pupils of all abilities. They have good subject knowledge and bring the subject to life by making use of everyday examples to explain complex scientific ideas. In a good lesson on sound in Years 3 and 4 the pupils gained much from using the computer which showed how sound waves worked. The pupils willingly experiment with materials and ideas to find solutions to problems and teachers pose challenging questions to move learning on. The teachers carefully assess how well the pupils have grasped new ideas by asking well focused questions. Marking is mostly good and the best examples show the pupils what to do to improve. Areas for

development in teaching include reviewing the way work is presented and the sometimes rather easy tasks set through undemanding worksheets. The teachers and pupils work well together and have relaxed but purposeful relationships which contribute to well managed behaviour and classrooms. Staff make satisfactory use of ICT to support teaching and learning.

38. Staff make good use of assessment and record the main strengths and weaknesses in the pupils' progress, making good use of the information from lessons and analysis of tests results to plan the next steps in learning. Pupils are enthusiastic about science and keen to investigate. Through their work on pollution they appreciate the impact that humankind has on the environment and this contributes to their social and moral development.
39. Subject leadership is good. The introduction of regular tests at the end of each topic has helped to sharpen up teaching and guide planning. The co-ordinator has a good understanding of trends in performance and ensures that staff are supported well in developing planning and topics. There is appropriate monitoring of teaching and learning and the results have been used to improve the provision.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils achieve satisfactorily and attain average standards in basic skills
- Insufficient use is made of ICT to support work in some subjects as pupils do not have sufficient time to use computers
- Teaching is at least satisfactory and sometimes good
- The subject is well led and managed

### **Commentary**

40. There has been good improvement in the provision for ICT since the previous inspection. A new ICT suite, training for staff and a good range of resources have enabled teaching and learning to improve. Levels of competence among staff and pupils are rising. Boys and girls, including those with special educational needs, make satisfactory progress. Pupils attain appropriate levels of competence in word processing, control technology and data handling. They make some use of the Internet but this aspect is not fully developed and pupils have limited access to this tool for learning in other subjects. Pupils understand the advantages of using technology when compared with manual methods, especially when sifting and sorting data, and by the end of Year 6 they are competent in framing questions and using a variety of tools to make good use of databases. Pupils have satisfactory skills in word processing but they are often required to copy out handwritten work onto the computer rather than draft their work on screen and improve their use of editing tools.
41. Teaching and learning are satisfactory and there is some good teaching in Year 6, which results in good achievement. Pupils are enthusiastic learners and would like more opportunities to use computers in a range of subjects. They work hard in lessons and listen carefully to instructions quickly grasping new skills. Boys and girls work together effectively and their behaviour is good. The teachers plan lessons making appropriate use of national guidelines in developing skills, knowledge and understanding consistently. Introductions are brisk and well focused and teachers take account of the pupils' levels of understanding when setting tasks so that all are challenged sufficiently. In a good Year 6 lesson the pupils combined a variety of tools and techniques to create pages for an encyclopaedia adding sound and text relevant for their audience. In some lessons, there are good opportunities for the pupils to practise their skills although in some lessons too much time is spent on repeating the tasks without extending learning. Most teachers have benefited from training and are secure in basic skills, although more training is needed in using computers in other subjects. Assessment is at an early stage of development. Suitable records are kept but there is not yet

a system to analyse pupils' skills and pinpoint what needs to be taught next to maximise challenge.

42. Subject leadership is satisfactory. The subject leader is new to the post and has produced a useful action plan to accelerate pupils' progress. There is currently no programme of monitoring but previous training and support has led to consistency in teaching and learning. The school's resources are much improved although they are not used fully and more time could be allocated to the teaching of ICT and its use in other subjects.

### **Information and communication technology across the curriculum**

43. This aspect of ICT is in need of further development. Teachers make satisfactory use of computers and other technology to support pupils' work in mathematics and science. However, insufficient opportunities are provided for pupils to develop their word processing skills, especially drafting and refining their written work in English, history, geography and religious education. Pupils use the Internet to research information in some topics but this is rather haphazard and skills are not developed consistently through the school. There are very few examples of pupils' using computers to aid design in their artwork and in design and technology.

### **HUMANITIES**

Three lessons were observed in religious education and one in history but none in geography. Other evidence was collected from discussions with staff and pupils and analysis of pupils' work. Insufficient lessons were observed in history and geography to make a judgement about the overall provision and the quality of teaching and learning.

In geography and history, the work sampled shows that there are weaknesses in standards of presentation and little recorded evidence of the programmes of study. In **geography**, the pupils are involved in surveys of the locality and find out about pollution and how it affects the environment. This work contributes well to their understanding of citizenship. However, their written presentations are weak and the pupils find it difficult to express an argument clearly. The pupils have a weak knowledge of some major aspects of the subject, especially maps and significant geographical features. They know about some mountains and the location of some ranges but struggle to explain how people's lives are affected by the areas in which they live. The subject is taught irregularly and this hampers the consistent development of skills, knowledge and understanding. Pupils soon forget what they have learned. Much of the work is presented on simple worksheets, which make tracking performance and understanding difficult and do little to enhance pupils' skills in literacy.

In **history**, pupils in Years 3 and 4 have looked at local studies using a range of sources including 19<sup>th</sup> century census details. On good visits to local places of interest they observe changes in their community and the impact of technology and transport on everyday life. Pupils in Years 5 and 6 have some knowledge of the impact of Ancient Greek culture but their knowledge is at a low level. Pupils find it difficult to recall major events in British history. The quality of their written work is below the level expected for their age and too much work involves colouring in or writing very short and simple answers rather than in considering a range of evidence and drawing conclusions. The work in both subjects contributes little to the development and application of literacy skills. Pupils make occasional use of ICT to support their work in history and geography but this tends to be a collection of printouts of information and pictures rather than an analysis of evidence from a variety of sources. The school library has a limited range of books to support the teaching and learning and to promote research skills.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- The teaching in Year 6 is good and pupils in this year group achieve satisfactorily
- Good use is made of visits to enhance learning

## Commentary

44. Attainment is below the expectations of the syllabus followed by most schools in Derbyshire and this represents a decline since the previous inspection. Progress for all pupils, including those with special educational needs, is too variable and unsatisfactory overall. By the end of Year 6, most pupils have a satisfactory knowledge and understanding of aspects of Christianity and other religions, particularly Judaism, Hinduism and Islam. They know about special festivals and rituals of the main religions and their learning is enhanced through visits to a variety of places of worship. Teachers encourage pupils to value the beliefs and feelings of others. Pupils explore different approaches to worship and the use of special objects in some religions. They have an appropriate understanding of what is involved in belonging to a community and the subject is used well to promote responsibility and citizenship. Pupils are accepting and know that religious faith is important to many people. Pupils in other year groups have a weak understanding of facts about major religions although they have completed some satisfactory work on several well known Christians, including Martin Luther King and Mother Theresa, and the impact they made through their beliefs. Younger pupils have limited understanding of the significance of ritual, ceremonies, signs and symbols.
45. In the lessons seen, teaching varied between good and satisfactory and was satisfactory overall. However, the limited challenge in pupils' work and lack of recorded evidence shows that teaching and learning lack sufficient focus and the curriculum is not challenging enough. The lessons are planned satisfactorily but limited resources and books hamper opportunities for pupils to research information. Insufficient use is made of ICT to promote pupils' understanding and knowledge although in Year 6 pupils use a program to research information about major religions. Although the school follows the agreed syllabus staff need more training in developing its use to ensure consistency in developing skills, knowledge and understanding. Lessons often include suitable opportunities for discussion and teachers ask well focused questions which involve all pupils. A strength in the teaching is the way in which staff foster positive attitudes about the diversity of faiths found in Britain today.
46. Subject leadership is satisfactory. The subject leader has a good understanding of the syllabus but checks are not made to ensure that the subject is taught with sufficient rigour. This leads to some low level work, especially in Years 3 and 4, and an overuse of undemanding worksheets, which do not extend pupils' thinking. Assessment is underdeveloped.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two design and technology lessons and one each of music, physical education and art and design were seen. In addition, inspectors looked at teachers' planning and talked to the teachers and pupils about the subjects. They also looked at a range of pupils' work. There is evidence around the school that pupils have suitable opportunities to study **art and design**. Pupils in Year 6 work on still life studies while all classes in the school have used a range of artistic techniques to support the recent writing workshop, some of which was of good quality. In a well taught art lesson, pupils in Year 5 sketched their dreams. They were asked to experiment and depict them in an abstract way, changing form and colour to express mood and feelings. Pupils enjoyed this lesson and achieved well, although most comments about the example related to colour, mainly because of their limited vocabulary. There is a satisfactory range of three and two-dimensional artwork on display and pupils are proud of their efforts. Discussion with the pupils indicates that their knowledge of art and artists from their own and other cultures is very limited. The planning for the subject, based on government guidance, is satisfactory, but the irregular opportunities to study art make it difficult for pupils to develop and practise their skills. The school keeps little evidence to demonstrate how pupils' skills improve over time so it is difficult for teachers or pupils to identify the progress made or to build on previous skills.

In the satisfactory **music** lesson observed during the inspection the teacher used a poem as a stimulus for pupils' composition about the sea. Pupils listened well and interpreted the poem and the accompanying pictures sensitively, using percussion instruments to illustrate seaside images. The results were appropriate for these Year 3 and 4 pupils but they find evaluation of their efforts difficult

because their spoken language skills are limited. The singing in assemblies, to recorded accompaniments, does little to improve the quality of pupils' performance. Pupils' knowledge of musical genre and music from a range of cultures is limited. There have been changes in the provision since the last inspection when a music specialist was responsible for the schools' music and much of the teaching. The school now provides satisfactory opportunities for pupils to learn brass or woodwind instruments and there is a choir that joins local schools in music festivals. The school's scheme of work, written by the previous subject leader and linking with the government guidance, is comprehensive, but a few less confident teachers do not have sufficient support.

The **physical education** curriculum is diverse and offers a good range of sporting activities. Pupils have opportunities to participate in sport outside school and the twice-weekly physical lessons make a valuable contribution to pupils' health and welfare. In the dance lesson observed during the inspection, Year 6 pupils created their own dance steps for a Scottish country dance. They tackled the task with great enthusiasm and, inspired by their very enthusiastic teacher, achieved very well, and their attainment was similar to other pupils of their age. The inclusion of a pupil with special educational needs was impressive and, with sensitive support, he joined in all activities. The teamwork within the groups was very good. No other physical education was observed but pupils are enthusiastic and complimentary about the sporting opportunities offered within school and by members of the community. Pupils in Years 3 and 4 have swimming lessons and those who have not been successful have access to swimming in the older classes. The subject leader is very enthusiastic and he has ensured that teachers are trained in aspects of physical education teaching.

### **Design and technology**

Provision in design and technology is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils are good at evaluating their work
- Skills are not practised regularly because of long gaps between topics

### **Commentary**

47. Discussion with older pupils shows that they have a satisfactory understanding of the processes involved in planning, designing, making and evaluating their work. Completed work from last term is of good quality. Pupils in Years 5 and 6 have applied their understanding of structure, strength and joining processes to create well finished musical instruments that link well to their science topic. Throughout the school pupils draft, design, make and evaluate their work conscientiously and their thoughtful comments in lessons demonstrate respect for the work of others and an understanding of the purpose of the lessons. In both lessons observed during the inspection, pupils in Years 3 and 4 have a secure understanding of different mechanisms that can be used to create "pop up" books. They handle tools carefully, cut and fold accurately and have interesting ideas for using rotators and spring mechanisms. The good teaching in one lesson, allowing pupils to decide on their mechanism and extend understanding with questions such as; "Is it that the monkey is too small or the strap for the rotator too big?" enable pupils to make good progress and to achieve well.
48. Subject leadership is satisfactory. The school uses government guidance for planning the subject and there is a two-year cycle to accommodate the mixed aged classes. Time for the subject is shared with art and design, leaving long gaps between units of work. This system is not helpful for these pupils who have limited opportunities to make things at home. Pupils forget their knowledge and skills so that their progress in the subject is not as rapid as it could be. Some of the units are too long and several lessons are spent developing the same skills making it difficult to deliver a broad curriculum in the limited time available.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Insufficient lessons were observed in **personal, social and health education** to make a judgement about the teaching and learning. Evidence comprises pupils' work and discussions with pupils and teachers. A particular strength is in pupils' awareness of citizenship. The school provides very good

opportunities for pupils to learn about democratic institutions through visits to the town hall to talk to the mayor and through the visit of the local Member of Parliament. Pupils also have a very effective school council and are proud of the decisions they make in the interests of everyone at the school. The school has an award, linked to the Healthy Schools Initiative, for its work in this area.

Democracy extends to the classroom where pupils have their class councillors, establish their classroom rules and brief their councillors on their concerns. Regular discussion time, on the Fridays when there is no council business to discuss, enable pupils to air their worries and concerns. These sessions are organised and run by the pupils. The “buddy” system, for which pupils have had formal training, and friendship benches are effective in developing pupils’ social skills and give pupils a good understanding of the needs of others and the qualities of effective citizens. Most importantly, the pupils feel empowered and confident that their voices are heard, a tribute to the school’s commitment to this aspect of the pupils’ education.

All classes study personal, social and health education as part of the weekly timetable. The curriculum is based on government guidance. There are appropriate arrangements for the oldest pupils to learn about the changes of puberty and the school has plans to extend the informal drugs awareness provision that is presently in place. The school is very aware of the need to promote healthy living. It has recently gained an award linked to the Healthy Schools Initiative and aspects of the science, design and technology and the geography curriculum support healthy eating, personal care and care of the environment. Pupils in Year 4 are proud of the research they have done on local pollution and are writing to the council about their concerns. Local visits, supported by the Excellence in Cities Initiative, have enabled the pupils to gain insight into many aspects of society.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	3

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