

INSPECTION REPORT

ST ALBAN'S CATHOLIC PRIMARY SCHOOL

Chaddesden, Derby

LEA area: City of Derby

Unique reference number: 112927

Headteacher: Mr M Booton

Lead inspector: Mr K Williams

Dates of inspection: 22nd - 25th March 2004

Inspection number: 257551

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:	Voluntary aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	325
School address:	Newstead Avenue Chaddesden Derby
Postcode:	DE21 6NU
Telephone number:	01332 673823
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Appropriate authority:	Governing body
Name of chair of governors:	Fr. Gerry Murphy
Date of previous inspection:	April 1998

CHARACTERISTICS OF THE SCHOOL

St Alban's is a Catholic Primary School situated in the Chaddesden area of Derby. There are 325 pupils on roll, which is bigger than most other primary schools. Most of the pupils are drawn from Chaddesden and Oakwood and a significant minority are from further afield. The pupils usually join the nursery in the term after their third birthday. The attainment of pupils on entry to the school covers a broad range but is average overall. Almost all of the pupils are of white ethnic background and four are learning English as an additional language. Forty-five pupils have been identified with special educational needs, including five who have Statements of Special Educational Needs. Almost nine per cent of the pupils are eligible for free school meals, which is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Alban's Catholic Primary School provides a **satisfactory standard of education** and has good features. The headteacher, senior staff and governors provide satisfactory leadership and management and the teaching is satisfactory. Standards are above average in mathematics and average in English and science by the end of Year 6. Overall, the pupils' achievement is satisfactory; the children in the Foundation Stage, and those with special educational needs, achieve well. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher and staff ensure that the school has a positive and caring ethos and the pupils with special educational needs are well supported
- The provision and teaching in the Foundation Stage are good, which means that the children make a good start to their education
- The pupils achieve well in mathematics because the subject is well taught and the pupils enjoy their lessons
- The teaching is satisfactory overall, but could be better in some parts of the school
- Standards in English are improving, but they could still be higher in writing
- The pupils have positive attitudes, behave well and their personal development is good
- There are very good links with parents and the local community

The school has made good progress since it was last inspected in April 1998. Standards are rising, particularly in mathematics, reading and information and communication technology (ICT), although there is still more to do in writing. The weaknesses identified in the last inspection have been addressed well. School improvement planning is effective and the day-to-day assessment of the pupils' work, particularly the marking, is good. The teachers' planning generally meets the needs of all pupils and the provision for those pupils with special educational needs is now good. The role of co-ordinators, including the special educational needs co-ordinator (SENCO) is clear and they have a positive impact on their areas of responsibility.

STANDARDS ACHIEVED

Overall, **the pupils' achievement is satisfactory**. The children in the Foundation Stage achieve well and most are likely to reach the goals expected of them by the end of Reception. By the end of Year 2, standards in reading and mathematics are above average and the pupils achieve well; standards are average in writing and the pupils' achievement is satisfactory. The school's results in the 2003 National Curriculum tests for pupils in Year 6 were mixed. In science, the results were lower than those of the previous year and were in line with the national average and those of similar schools. In English, there was no improvement on the previous year and the results were below the national average and those of similar schools. Only a small proportion of the pupils achieve the higher Level 5 in English, particularly in writing. In mathematics, the results were very similar to the previous year and were above the national average and those of similar schools.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

The inspection evidence indicates that standards in English and science are average in Year 6 and pupils' achievement is satisfactory. In reading and mathematics inspection evidence indicates that standards are above average in Year 6 and pupils' achievement is good. Although standards in

writing are improving, they could still be higher. Across the school, pupils with special educational needs achieve well. Occasionally, in Years 1 and 3, the pupils' achievement is less than satisfactory. This is evident in their workbooks and in lessons when the teaching does not provide sufficient challenge. Among other subjects, standards in ICT have risen and are now in line with what is expected of pupils of this age, as are standards in geography, history and music.

Pupils' **personal development, including their spiritual, moral, social and cultural development, is good**. They have positive attitudes to school and their behaviour is good. The attendance rate is satisfactory and most pupils are punctual.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. The quality of **teaching is satisfactory** overall. The teaching of children in the Foundation Stage is good overall and it is very good in the nursery. As a result, the children make a good start to their education. Across the school, there is a large proportion of teaching that is good or better and in these lessons, the pupils make very good progress and achieve well. Improvements in teaching are having a positive impact on standards, most successfully in mathematics. In a few lessons in Years 1 and 3, the pupils are not sufficiently engaged in their learning, either because their behaviour is not managed well, or because the teaching does not capture their attention. As a result, in these lessons, the pupils' learning is not moved on enough and many of them underachieve. The teaching assistants, including those who support the pupils with special educational needs, make a positive contribution to lessons. The provision for special educational needs is good and these pupils make good progress.

The school provides a broad and balanced curriculum and it is enriched by a good range of activities. The care, welfare, health and safety of the pupils are well managed and they are offered satisfactory support and guidance. The school has very good links with parents and the community and good links with other schools

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher, deputy and senior staff have created a positive ethos in which all pupils are valued and play a full part. There is a strong emphasis on teamwork and there are effective partnerships at all levels, including senior managers, year group colleagues and between teaching and support staff. Most co-ordinators have a good grasp of what needs to be done to raise standards. The governance and management of the school are satisfactory. Although teaching and learning are checked regularly, this has not been sufficiently rigorous to consistently identify areas for development in all areas of work.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have very positive views of the school. They are particularly pleased that their children like school; they feel that the teaching is good and their children are expected to work hard. They appreciate the way in which their children are welcomed when they first start school. A minority of parents would like more information about how their children are getting on, but inspection evidence indicates that there is a good range of information made available. The pupils enjoy lessons and are confident that there is an adult they could turn to if they were unhappy.

IMPROVEMENTS NEEDED

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

- Continue to raise standards in writing
- Monitor the teaching more rigorously to raise the quality of all teaching and learning to the level of the best

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The children in the Foundation Stage achieve well and most are likely to reach the goals expected of them by the end of Reception. By the end of Year 2, standards in reading and mathematics are above average and the pupils achieve well; standards are average in writing and the pupils' achievement is satisfactory. By the end of Year 6, standards in English and science are average and pupils' achievement is satisfactory. Standards in mathematics and reading are above average and the pupils achieve well. Those pupils with special educational needs achieve well.

Main strengths and weaknesses

- The provision in mathematics is good and the subject has a high profile, so that standards are above those expected
- Although standards in writing are improving, they could still be higher
- The pupils with special educational needs achieve well because they are well supported

Commentary

1. The school's results in the 2003 National Curriculum tests for pupils in Year 2 were average in reading and below average in writing, when compared to all schools and those in similar circumstances. The results in mathematics were above those found in most schools and well above similar schools. The proportion of pupils reaching the higher Level 3 was above average in reading, average in writing and well above average in mathematics. Over recent years, the results have been improving at a slower rate than the national picture and those for 2003 were lower than the previous year.

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

Standards in:	School results	National results
reading	16.3 (16.9)	15.7 (15.8)
writing	13.9 (15.5)	14.6 (14.4)
mathematics	17.2 (17.8)	16.3 (16.5)

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

2. The results for pupils in Year 6 were also mixed. They were below average in English, above average in mathematics and average in science when compared with all schools and those in similar circumstances. The proportion achieving the higher Level 5 in English was well below that found nationally, while it was similar to the national picture in mathematics and science. The results have been improving at a similar rate to other schools, although the results for science have been variable in recent years.

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

Standards in:	School results	National results
English	26.4 (26.3)	26.8 (27.0)
mathematics	27.9 (27.9)	26.8 (26.7)
science	29.1 (29.5)	28.6 (28.3)

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

3. When the children enter the school, the assessments made of them show that, although there is a broad range, overall the children are of average attainment. The very good provision in the nursery enables the children to make a very good start to school which is built on well in the reception classes; the children make good progress and achieve well in all areas of learning. The majority of the children achieve the early learning goals in all six areas of learning by the end of reception and about a quarter of the children exceed them.
4. Across Years 1 to 6, the pupils' achievement is satisfactory overall but within this picture there are areas of strength and weakness. Most pupils make good progress and achieve well in mathematics. The subject has a high profile in the school, the teachers make the lessons interesting and the pupils enjoy their work. Consequently, the pupils become confident and competent in mental calculation and they use these skills well in other aspects of mathematics and in subjects such as science, ICT and geography. By Year 6, the pupils have a good understanding of the work they cover, including ratio and percentage. The pupils achieve well in reading. The provision is well organised and the basic skills are taught systematically. Steps to support boys' reading, including the purchase of interesting books and the regular use of computers, are proving to be successful. The greater emphasis on ensuring pupils have a breadth of writing experience across other subjects is having a positive impact on the range of the pupils' writing. Although the pupils are benefiting from the new strategies and standards are beginning to rise, the school recognises that there is still room for improvement.
5. The pupils achieve well in those lessons where the teaching is good or better and they make good progress. However, this rate of progress slows in a small number of less successful lessons in Years 1 and 3, particularly where the teaching does not stimulate them, or where managing the pupils' behaviour becomes more important than moving on their learning. In these lessons, the pupils' achievement is less than satisfactory. This pattern of achievement is evident in science, for example, where the pupils' attainment is in line with the expectations of pupils at the end of Years 2 and 6. While their achievement is satisfactory overall, there is some variation across the school. There was a significant amount of good teaching in the science lessons seen and, in these lessons, the pupils made good progress and achieved well. The teaching was less successful in a Year 1 lesson, where shortcomings in the management of the pupils' behaviour meant that much of the scientific learning was lost and many pupils underachieved. Amongst other subjects, standards in ICT have risen and are now in line with what is expected of pupils of this age, as are standards in geography, history and music.
6. Those pupils with special educational needs achieve well, which is an improvement on the last inspection. The pupils are well supported by the staff and the success of the provision is such that pupils are frequently removed from the register of special educational needs because they have made good progress and no longer need extended support.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes, behaviour and personal development, including their spiritual, moral, social and cultural development are good. Attendance is satisfactory and most pupils are punctual.

Main strengths and weaknesses

- The pupils, including those in the Foundation Stage and the pupils with special educational needs, have a high level of interest in their learning, concentrate well and enjoy extra responsibility
- Their behaviour is good in lessons and around the school
- Relationships amongst the pupils and between pupils and adults are very good and they respect each other's feelings and beliefs.

Commentary

7. At all stages, the pupils enjoy school and all it has to offer. Children in the Foundation Stage settle quickly into school routines because all of the adults have high expectations that they will behave, play and learn well together. The reception children respond well to attending full-time and they, too, come into school happily and confidently. The children like to learn and they are beginning to concentrate well and persevere to complete a task before they move to a new activity. These positive attitudes continue across the school. For example, in a year 2 English lesson on flow charts, the pupils were enthusiastic and keen to answer questions. They concentrated well throughout the lesson and took pride in their work. The pupils are articulate and listen well to the views of others. They co-operate very well and are very trustworthy. All pupils respond very well to the teachers' high expectations of them: for example, in a year 6 mathematics lesson on ratio and proportion, the challenging task ensured that pupils worked hard and concentrated well. The pupils are confident, friendly and polite. Pupils with special educational needs also have very good attitudes to their learning, appreciate the good support they receive and feel positive about themselves.
8. Behaviour is good throughout the school in assemblies and playtimes. This reflects the views of those parents who expressed a view during the inspection. In the majority of lessons, behaviour is good and it is often very good. Occasionally, however, when teachers keep pupils sitting on the carpet for too long or where behaviour management is unsatisfactory, the pupils become restless and their attention wanders.
9. A few pupils indicated that they felt there was some "name-calling" at play times: the school is aware of this and is addressing the issue through the appointment of a play leader. The pupils know and understand the school rules very well. Older pupils act as good role models for younger ones. All pupils are very well aware of how they should behave and fully understand the difference between right and wrong. No bullying or harassment was observed during the inspection and the pupils know what they should do should it occur. There have been no exclusions in recent years, so the table showing exclusions is omitted.
10. The pupils are very enterprising and respond very well to the many very good opportunities for taking responsibility. Relationships between pupils and adults and amongst the pupils themselves are very good and this makes an important contribution to their learning. They respond to their teachers' high expectations and show good maturity, thoughtfulness and independence. They are very keen to take part in school activities and there is a high degree of racial harmony. Attendance is in line with national figures and punctuality is good.

Attendance in the latest complete reporting year (%)

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

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

11. The strong family ethos supports the pupils' social and moral development well. Many pupils report that they like the friendly atmosphere and feel confident that they could ask for help at any time from any adult in the school. They respond well to the calm and thoughtful approach of the staff by showing consideration for others, discussing issues sensitively and regularly raising money for charities. The School Council makes a good contribution to this aspect of the pupils' development.
12. Provision for the pupils' spiritual development is good. There are many opportunities for them to reflect on their own beliefs, for example during a Lenten Liturgy. Year 2 pupils, supported by the whole school and members of the local community, created a very moving atmosphere through

an enactment of the Last Supper. The pupils show very good self-knowledge in discussions and are challenged and inspired by their teachers. They are well supported by their local church. The school provides well for the pupils' cultural development. They study their own community through many visits and activities such as maypole dancing. The school makes good use of the local multicultural centre and has held special Caribbean days, but there are limited opportunities for pupils to learn about different ways of life in modern multicultural Britain.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education.

Teaching and learning

The quality of teaching and learning are satisfactory and there are satisfactory procedures for assessing the pupils' attainment.

Main strengths and weaknesses

- The teaching is very good in the Nursery and provides the youngest children with a very good start to their education
- The basic skills of reading and mathematics are well taught, so the pupils achieve well in these areas
- In a few lessons, in Years 1 and 3, the pupils underachieve because their behaviour is not well managed or because the teaching does not capture their attention
- Lesson planning is generally good and takes account of the pupils' differing needs, including those with special educational needs
- The teaching assistants have a positive impact on the pupils' learning

Commentary

13. Overall, the quality of teaching is satisfactory. Improvements in the teaching are having a positive impact on raising standards and this is particularly evident in mathematics. Across the school, there is a large proportion of teaching that is good or better. The pupils make very good progress in these lessons and they achieve well. The teaching is particularly successful in the Nursery and Years 2, 4 and 6. However, the teaching was less than satisfactory in three lessons in Years 1 and 3. In a science lesson in Year 1, the management of the pupils' behaviour was less than adequate, so that the teacher's time was taken up with trying to ensure that the pupils were paying attention. As a result, there was too little emphasis on what the pupils were expected to learn. In Year 3, the teaching failed to stimulate the pupils because too long was spent recapping previous work. The discussion was over-directed by the teacher so that there were too few opportunities for the pupils to develop their own ideas. In each of these instances, the rate of progress made by most of the pupils slowed and they underachieved.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	7 (16%)	21 (47%)	13 (29%)	2 (4%)	1 (2%)	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.

14. Teaching in the Foundation Stage is good overall; it has a number of strengths and the children make good progress and achieve well. The teachers and their assistants plan the learning activities so that the children have access to all six areas of learning and, in the reception classes, to the literacy and numeracy strategies. In the nursery, in particular, the teaching assistants support individual and group activities very effectively and make a significant

contribution to helping the children to behave well and work hard. In the nursery, there is a very good balance between activities that can be chosen by the children and those that are taught directly by the staff. The adults help the children to feel secure, gain confidence and communicate with others. Throughout the Foundation Stage there are good arrangements to check the children's progress and the information is used to plan the next steps the children need to take. Occasionally, in the reception classes, the activities are over-directed by the staff and there are missed opportunities for the children to develop independence in their learning. However, the teaching of basic skills is well-planned and carried out and this results in the good progress seen in learning to read and in number work.

15. These strengths are evident across the school and play a major part in the above average standards attained in reading and mathematics. The reading programme is well organised and there is good emphasis on providing the pupils with the skills to read unfamiliar words and to foster an enjoyment of reading. The teachers are particularly successful at making mathematics lessons interesting, which promotes the pupils' enjoyment and has a significant impact on the standards achieved and the pupils' progress. They know the subject well and ensure that all abilities are challenged or supported as necessary.
16. This is also a strong feature of the best teaching in other subjects. Specific tasks are aimed at challenging the more able pupils and the teachers often focus their attention on stretching these pupils. Across the school, the teaching of those pupils with special educational needs is good. The work and additional support are matched well to the pupils' needs, although the targets identified in their individual education plans are sometimes too broad for them to understand the small steps in progress that they need to take. The pupils' progress is monitored regularly and shared with parents. The teaching assistants make a very effective contribution to this provision. In one of the best examples, in Year 4, the teacher and teaching assistant sometimes reversed their roles, so that for part of the lesson the teacher supported the pupils who needed extra help while the teaching assistant focussed on the more able pupils.
17. The teachers collect a good range of information about how well the pupils are doing, particularly in the core subjects. This information is used appropriately to ensure that the work is planned to meet the pupils' needs. Teachers mark the pupils' work conscientiously, and this day-to-day assessment is usually used effectively to make it clear to the pupils how well they are doing and what they need to do to improve. The arrangements for tracking the pupils' progress as they move through the school have been reviewed and recently modified. This information, together with the analysis of test results, is building up a picture of strengths and areas for development in the core subjects and is helping to raise standards. The arrangements for assessing the pupils in the foundation subjects are currently being reviewed.

The curriculum

The curriculum is good and is supported by a good range of extra-curricular activities. The accommodation and resources are good overall.

Main strengths and weaknesses

- The good planning and provision for numeracy means that the pupils achieve well
- The planning for the youngest children is good and gives them a good start to school
- The planning and provision for writing are improving, but standards have not yet risen sufficiently
- Provision for the pupils with special educational needs is good and they achieve well
- There are good opportunities for the enrichment of the curriculum outside of lessons

Commentary

18. Since the last inspection, there have been good improvements in the curriculum and the weaknesses identified have been addressed well. The planning for numeracy, in particular, has improved and this contributes to the above average standards. For example, the more able

pupils in Year 6 are taught in a separate group and are provided with challenging work. The provision, teaching and learning in ICT has improved, a new suite has been installed and teachers have taken part in training that has increased their knowledge and understanding of how to teach the subject. The school plans carefully to include the use of ICT in many other subjects.

19. The good provision for the children in the Foundation Stage means that they get a good start to their education. In particular, the nursery children have access to a range of very well-planned and challenging activities. The nursery is very well organised and provides a vibrant and interesting environment that makes learning fun and challenging. The outside area for the reception classes is under-developed but the school has clear plans to improve this area.
20. The school has identified weaknesses in writing and a number of strategies have been introduced, including regular opportunities to produce extended pieces of writing in a number of different styles. The scrutiny of the pupils' work shows that an increased emphasis on developing writing in other subjects is also having a positive impact. Whilst standards are rising, particularly amongst the current pupils in Year 6, the school recognises that more needs to be done to raise standards further.
21. The school has good schemes of work that make effective links between subjects. A good example is the work of Year 3 and 4 pupils who learn about St Lucia in geography and make colourful drawings and paintings of scenes from the island. There are many opportunities to enrich the curriculum, including a good number of visits and visitors to make the curriculum more interesting. For example, the pupils benefited from a Victorian Day, when they dressed as Victorian children and re-enacted features of life from those times. They take part in activities outside of lessons that enhance their personal development, for example members of the gardening club are improving the school's environment.
22. The pupils with special educational needs are well supported by teachers and teaching assistants and this ensures that they make good progress. Individual education plans generally set out the small steps that these pupils should make, although in some cases the targets are too broad. The school ensures that all pupils have equal access to the curriculum. Withdrawal groups are arranged and planned carefully to ensure that the pupils cover the same elements of work as their classes. Although there are very few pupils learning English as an additional language, the school is just as mindful to ensure that these pupils have access to all of the curriculum.

Care, guidance and support

The provision for the care, welfare, health and safety of pupils is good and the school provides satisfactory support, advice and guidance. Good procedures are used to seek and act on the pupils' views.

Main strengths and weaknesses

- Good arrangements help the children to start in the nursery and to transfer to the reception classes
- Procedures for health and safety, child protection and first aid are effective
- All of the adults know the pupils well and the pupils are well cared for
- The pupils are well involved in the life of the school

Commentary

23. There are good arrangements for when the children first start school, including liaison with the toddler group and other nurseries attended by the children and visits to school by the children and their parents. In the nursery and reception classes, the children come into school happily and confidently; the start to the day is calm and positive. The day-to-day exchange of

information between parents, carers and the school staff is good and the staff ensure that the children leave safely in the care of a known adult. The adults in the nursery and reception classes quickly get to know the children and establish good relationships with them. This encourages the children to try hard and to behave well and promotes the good progress and achievement seen.

24. Procedures for identifying needs of the pupils with special educational needs are good. The adults know the pupils well and assessment information is shared between staff and parents to strengthen the home-school partnership. Reviews of the pupils' progress are shared regularly with parents who make good contributions to their children's learning. The school draws on the expertise of outside agencies, such as the educational psychology service and language therapists. Their advice makes a positive contribution to the pupils' learning.
25. The school has good health and safety procedures. The headteacher is the designated person for child protection and for pupils in public care: procedures are effective and the headteacher has been recently trained. Training is given to all staff and logs are kept of concerns. The staff are very aware of child protection issues and there are good guidelines available.
26. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are very good and a large number of staff have been trained. Security is good. Regular risk assessments are undertaken and the conscientious caretaker is well involved, with the governors, in health and safety procedures.
27. There is a strong bond of trust between pupils and all adults who work in the school. Nearly all pupils who responded to the inspection questionnaire felt there was at least one adult to whom they could turn for advice. The adults know the pupils very well and monitor their personal development on an effective basis, through achievement books kept for each class. Marking is generally used well to help the pupils know how they can improve and an appropriate range of assessments is made, particularly in the core subjects. The arrangements for tracking the pupil's academic achievements have recently been revised and this information is beginning to have an impact on standards. The pupils' views are sought consistently through the successful School Council, discussions in lessons and through assemblies and the pupils feel confident that their views are heard and acted upon.

Partnership with parents, other schools and the community

The school's links with parents and the community are very good. Links with other schools are good.

Strengths and weaknesses

- Parents have very positive views of the school and they are provided with good information
- Good links with other local schools provide many benefits for the pupils
- A significant minority of parents do not feel well informed about their children's progress

Commentary

28. In a very high return to the questionnaire, parents and carers expressed very positive views on most aspects of the work of the school. Although a significant minority of parents feel that they would like more information about their children's progress, inspection evidence indicates that the information provided for parents is good. The induction pack for the parents of nursery children is of a high quality. Reports are given and meetings are arranged to cover the overall progress made. The parents give generously of their time to support learning in all of the classes. Details about the work the pupils are to cover are provided each term and home/school books are used well as a means of dialogue. Regular, lively newsletters keep parents well informed of events and teachers are always available for informal consultation at the end of the day. At review meetings each term, targets and concerns are shared with parents. Attendance at these meetings is very high, although fewer parents attend curriculum workshops.

29. Relationships with the parents of the pupils with special educational needs are good and this supports the pupils' learning and helps them make progress. The parents are encouraged to discuss their children's needs and progress regularly. The Family Learning project has been run successfully for some time and has attracted good numbers of parents, who really appreciate the project.
30. All parents have signed the home/school agreement and the new homework policy was discussed with them. The school runs annual questionnaires for parents to ascertain their degree of satisfaction with the school before the governors' annual general meeting. The school prospectus is very attractively presented and easy to read. The governors' annual report is clearly written and informative and the annual written reports on their children's progress are satisfactory.
31. Parents support the school well through attendance at liturgies, sacramental preparation evenings, carol services and performances. A good number of parents help in school on a regular basis, in class and with extracurricular activities. The PTA supports the school well through a variety of social and fundraising events.
32. There are good links with an on-site toddler group, the nearby school for pupils with special educational needs, the local Sports College and secondary schools. Links with the local church are very good: the parish priest is the chair of governors and is a regular visitor. The school has very good links with the local community: for example, members of staff from Rolls Royce visit the school each week under the Science Appliance project to help in science lessons. The school buildings are well used by outside bodies, such as Derby College and local sports clubs.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are satisfactory.

Main strengths and weaknesses

- The headteacher, staff and governors have created a positive and caring ethos in which there is a strong sense of teamwork
- Financial management is good
- Although a check is kept on teaching and learning, it is not sufficiently rigorous
- The Foundation Stage is well led and managed, which means that the children achieve well
- The leadership and management of pupils with special educational needs is good

Commentary

33. The headteacher, well supported by the deputy headteacher and staff, leads the school with commitment and enthusiasm and has been instrumental in creating a positive and supportive ethos in which all pupils feel valued and included. Good progress has been made in addressing the weaknesses identified in the last inspection. The role of the special educational needs co-ordinator is well defined and the co-ordinator plays a pivotal role in ensuring that these pupils make good progress and achieve well. The co-ordinator monitors the impact of support on the pupils' achievements and liaises closely with the governor responsible for this provision. Standards have risen in ICT because the subject is well organised and staff knowledge and confidence have increased.
34. Most subjects are led and managed effectively, but there remains scope for improvement, particularly in the way that teaching and learning are monitored, which has not been sufficiently rigorous. As a result, there are weaknesses in some of the teaching in Years 1 and 3 and, across the school, standards in writing could be higher. The leadership of the Foundation Stage is good and there is a clear vision for the development of this stage of learning. The co-ordinator works well with her colleagues to promote the provision and development of the curriculum. The

good leadership of the Foundation Stage plays a significant part in the good progress and achievement of the children. The headteacher and staff ensure that the small number of pupils learning English as an additional language receive the support they need to play a full part in school life.

35. The senior staff work well together and in partnership with the governors and there is a shared understanding of the school's strengths and weaknesses. The school improvement plan is of good quality and is used to guide improvements. This represents good improvement since the last inspection. The plan identifies key priorities and evaluates the pace of change. Governors contribute to the planning and monitoring of the progress made to meet the targets. The budget supports the plan well and staff training and development are carefully linked to school priorities and the performance management targets of staff. Staff and governors have a good understanding of their roles to enable the success criteria to be met. The governors show keen interest, for example, in the action taken to improve the performance of boys in writing. They pose questions and challenge the senior staff to explain the purpose and reasons for their decisions and actions.
36. Financial management is good. The governors are committed to providing best value for the purchases they make and regularly monitor budget plans and their effectiveness. The office staff monitor expenditure and provides detailed information for the headteacher and governors. The good features praised in the recent auditors' report have been maintained and the issues identified for improvement are all being addressed.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	602,942
Total expenditure	577,883
Expenditure per pupil	1,678

Balances (£)	
Balance from previous year	15,796
Balance carried forward to the next	25,059

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

When the children enter the school, their attainment covers a wide range but, overall, it is broadly average in all areas of learning. The teaching is good and many strong features were evident in the lessons that were observed. As a result, the children achieve well and most of them reach the goals expected of them in all six areas of learning. By the time they move into Year 1, about a quarter of the children exceed these goals.

The leadership and management of the Foundation Stage are good. The teacher in charge works well with her colleagues to improve the provision and development of the curriculum. She has a clear vision and plans for developing the Foundation Stage as a whole unit.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- The children have positive attitudes to learning because the teachers set out clearly what is expected of them
- In the nursery, there is a good balance of teacher-directed tasks and activities chosen independently by the children.

Commentary

37. The children are happy in school. They settle quickly and know the classroom routines well. The teachers and their assistants have high expectations of the children's behaviour and ability to take care of themselves. They provide them with good opportunities to work and play together and to talk about how they should work together. As a result, the children's personal and social skills are developed well. The children behave well, persevere with tasks and try hard to think things through for themselves. Good relationships quickly develop and the children are beginning to speak confidently to adults and each other. In the nursery, the children have good opportunities to move between activities that are adult led and those they can choose for themselves and this helps them to develop independence and confidence.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- Speaking, listening and reading are taught well
- A thorough check is made of the children's progress and this information is used well to plan the next steps in learning
- The teaching assistants in the nursery make a very positive contribution to lessons
- There is an over-use of copy-writing when the children are learning to write

Commentary

38. The teachers have high expectations that the children will participate in the wide range of literacy activities. This means that all the children make good progress in their communication and language skills and they achieve well. The children listen well and respond positively to the adults in all of the classes. The teachers check the children's progress regularly and make sure that

the work is well matched to their needs. This promotes the good progress seen, particularly in learning to listen, speak and read.

39. The children are given good opportunities to respond to events in stories such as 'Elmer'. The teacher skilfully extends their vocabulary and understanding of words, for example 'serious' and 'camouflage'. The good provision for drama and role-play encourages the children to use and develop their speaking and listening skills - in the nursery a 'Fashion Boutique' proves very popular as the children choose and try on clothes and shoes and then pay at the checkout. An adult unobtrusively leads the play and expertly extends the children's vocabulary and understanding of a real-life experience.
40. The teachers develop and build the children's early reading skills through the sharing of books and stories and the systematic teaching of the sounds of the letters and syllables of words. By the end of the reception year, most are able to retell the stories they have read and some of the children read fluently. They particularly enjoy sharing their reading books and explaining what they like about the books.
41. There are some missed opportunities in the teaching of writing. The children are not always encouraged to use their knowledge of letter sounds and shapes to help them to write unfamiliar words for themselves. There is an over-use of copy-writing which limits this development. In the nursery the children do not often choose the writing activities and writing is not always encouraged sufficiently.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **good**.

Main strengths and weaknesses

- Mathematical development is promoted well because the work is well planned and organised
- Assessment is thorough and accurate and used well to plan the next steps the children need to take
- Good use is made of the teaching assistants and volunteers in numeracy lessons

Commentary

42. The teaching of basic numeracy skills is good because the teachers are clear about what the children need to learn next and they plan and arrange the activities so that they harness the children's natural enthusiasm for counting and using numbers. As a result, the children make good progress and achieve well in their mathematical development. The teachers use a good variety of activities and resources to make the learning fun. In one of the reception classes, the teacher uses a puppet to count and order numbers to twenty and the children join in with enthusiasm and enjoyment. In the nursery, an adult leads the play in a counting card game and this has a positive impact on the children's achievement and helps them to make good progress. Volunteer helpers support the reception classes and this, too, promotes the good progress and achievement seen. The children learn through practical experiences in the early stages of addition and subtraction. By the end of the reception year, most of the children can write number sentences to record their working out and they have a good vocabulary to describe mathematical features such as taller, shorter and longer.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The children achieve well because the teachers plan carefully to cover all the aspects of this area of learning
- They are making good progress in learning to use the computer

Commentary

43. The teachers and teaching assistants ensure that there are good opportunities for the children to experience activities that cover a good range of work in this area of learning. In the nursery, the children, working with an adult, experiment to find which objects roll best and if the height of a ramp makes a difference. Good questioning extends their vocabulary and understanding. The children are fascinated by the development of tadpoles into frogs. In the reception classes, good use is made of the school grounds to observe, at first hand, buds, blossom and flowers when the children look for signs of spring. They predict what will happen when ice cubes are left in different places and observe which ones melt first. The children use the computers well; they know how to load a program and can control the mouse to point and click. In the nursery, they enjoy an interactive cooking program and follow the story of 'The Three Billy Goats Gruff'. The reception children use paint programs confidently and select, drag and click shapes to make into a picture. The children learn about the faith and customs of Christianity as well as other religions, cultures and traditions.

PHYSICAL DEVELOPMENT

The provision for physical development is **good**.

Main strengths and weaknesses

- There is a good range of activities to develop the children's physical skills
- The reception outdoor area is at an early stage of development

Commentary

44. In the nursery, the children use wheeled vehicles to learn to steer and pedal. The outdoor area for the nursery is well equipped and provides challenging and interesting activities for the children to experience independent movement and develop their movement skills. In reception, work has started on developing the outdoor area but, at present, the opportunities are limited. The reception children have good opportunities to climb and balance indoors, using the apparatus in the hall and they make good progress in doing so. Overall, the children make good progress and achieve well because the teachers and their assistants plan the activities well. In the indoor lessons, the older children explore movement and body shapes, show a good awareness of space and enjoy the sessions. They can follow and interpret instructions and respond well when asked to move in a variety of ways. The reception children can dress and undress independently. Throughout the Foundation Stage, the children use paintbrushes, pencils and scissors with care and precision and have many opportunities to develop fine manipulative control by completing jigsaws and using construction kits.

CREATIVE DEVELOPMENT

The provision for creative development is **good**.

Main strengths and weaknesses

- The activities in the nursery are very well planned and resourced
- In the reception classes, the activities are sometimes over-directed by the teachers

Commentary

45. In the nursery, the children enjoy the wide range of creative experiences, particularly in art, story and imaginative play. The children use the 'Fashion Boutique' and puppet theatre imaginatively and they have good opportunities to paint, developing confidence and skill, for example, when creating a colourful collage. Throughout the Foundation Stage, the children listen, participate and respond well to a range of music. Materials such as sand and water are regularly available. In the reception classes, the role-play areas are presently set up as supermarkets in which they learn to use money. However, the reception children, whilst enjoying the experiences, often complete art activities that are too directed by the teacher, which limits the development of imagination and creativity. The outside area in reception provides too few opportunities for creative play outdoors.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **satisfactory**.

Main strengths and weaknesses

- The pupils make good progress in speaking and listening
- Standards in reading and writing are improving steadily, but they could still be higher in writing and too few pupils achieve the higher levels
- Teaching is satisfactory overall, but there are weaknesses in some parts of the school
- Resources are of good quality and they are well used in lessons

Commentary

46. The pupils attain average standards at the end of Years 2 and 6 and their achievement is satisfactory. This is a similar picture to that at the time of the last inspection. There is no significant difference in the achievement of boys and girls. The school has identified the need to improve writing and has adopted a range of strategies that are beginning to raise standards. There is a greater emphasis on providing opportunities for writing in other subjects and for writing at length. A scrutiny of the pupils work shows that standards are rising and this is particularly evident in the work of the current pupils in Year 6. These pupils present their work neatly, spelling, punctuation and grammar are accurate and there is a good range of styles of writing evident. However, the school recognises that there is still more work to be done to ensure that standards continue to rise, particularly in increasing the proportion of pupils who attain the higher levels.

47. There is a good range of opportunities for the pupils to develop their speaking and listening in literacy sessions and lessons in other subjects. They express their opinions clearly and confidently in the many discussions at the beginning and end of lessons. By Year 6, most pupils are able to reason and sustain an argument and take account of the views of others. As a result of this good provision, the pupils make good progress in speaking and listening and they achieve well.

48. Overall, the pupils achieve well in reading and attain above average standards. The pupils enjoy reading and they are pleased to share their favourite stories. Younger pupils have good skills to sound out letters and words, which they apply well when confronted with unfamiliar words. They understand the difference between fiction and non-fiction and how information can help people to complete tasks, for example when using recipes for cooking. By Year 6, the pupils talk about different types of books and media, for example when comparing 'The Lord of the Rings' in its book and film versions. Library skills are well developed and the pupils also use the Internet to extend their research. Good use is made of computers, for example to present a piece of work and to include illustrations. This has a positive impact on the pupils' attitudes, particularly the boys. The purchase of new reading books of particular interest to boys has helped to improve the boys' attitudes to reading and writing. The subject is well resourced with a good range of books and other materials that are well used in lessons.
49. Although the teaching is satisfactory overall, the variation in the quality leads to uneven progress being made in some year groups. Where it is good, particularly in Years 2, 4, 5 and 6, the teachers provide writing tasks that are often based on the pupils' own experiences. The teachers build upon the pupils' language well and extend their vocabulary in other subjects, sometimes through drama. In less successful lessons, the work is over-directed by the teacher and there are too few opportunities for the pupils to explore their own ideas. This leads to a lack of challenge, particularly for more able pupils, which slows the pace of learning and limits their achievement. Whilst these inconsistencies are being addressed through monitoring, the process is not sufficiently rigorous to ensure that areas for improvement are identified and pursued. Where the teaching is good, expectations are high and there is a good knowledge of what needs to be done to raise standards. This is having a positive impact on the pupils' progress and their achievement.
50. Those pupils with special educational needs are supported well by the staff. As a result, these pupils gain in confidence and they achieve well. Their progress is monitored regularly and this information is shared with parents and carers and used to modify the planning to meet the pupils' needs. The work is marked conscientiously and accurately and, in Year 6, there are examples of very good marking that indicate precisely what needs to be learned next. With the support of the senior management team and local education authority the co-ordinator is implementing an agreed plan of action that is beginning to secure a rise in standards.

Language and literacy across the curriculum

51. Links with other subjects are satisfactory overall with good links seen in history and geography. There are very good examples of the pupils debating issues such as the attractiveness of features of the local community. In the last year links between writing and other subjects have been extended. The pupils use a broad range of styles including poetry, letter writing and report writing. They understand the importance of labelling diagrams, the purpose of note taking and accuracy of instructional writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The teaching is good, which means that the pupils achieve well
- The subject is well organised, has a high profile in the school and the pupils enjoy their lessons
- The pupils know how well they are doing because their work is well marked, but procedures to track their progress are fairly new

Commentary

52. By the end of Years 2 and 6, the pupils attain standards that are above those expected of pupils of this age and their achievement is good. Over recent years, levels of attainment have been consistently better than the national picture. Mathematics is well led and managed by the co-ordinator, supported by the headteacher and a committed staff. Standards are high because the subject has a high profile in the school, the teachers make the lessons interesting and the pupils enjoy their work.
53. The quality of teaching is good overall. The teachers have a good understanding of the National Numeracy Strategy and there is a consistency of approach from class to class. Lessons usually follow the format of the national guidelines, but the teachers have the confidence to modify their approach to take account of the work being covered and the pupils' understanding. The pupils' attention is captured by brisk introductory activities, often related to the work of previous lessons, and there is a strong emphasis on developing the pupils' mental skills. Rapid questioning keeps the pupils on their toes and ensures that they are all involved. The teaching assistants support the pupils with special educational needs well during the discussions, so that they, too, can make good progress in developing number skills. As a result, the pupils become confident and competent in mental calculation and they use these skills well to benefit other work.
54. By Year 2, most pupils have a good understanding of how information can be collected and presented in a variety of ways. They handle data confidently, for example when creating block graphs to show the cooking times of different cakes and then posing and answering questions. The pupils were delighted when, at the end of the lesson, Anne Robinson 'telephoned' to find out if the class had a 'weakest link'. They were even more pleased when none could be found! This was a typical example of how the teachers make lessons fun and this has a significant impact on the pupils' attitudes and achievement. This good progress continues as they move through the school. In a very good lesson in Year 6, the teacher had very high expectations of what the pupils were capable of achieving and they rose to the challenge. They were able to handle decimals and fractions confidently and use their knowledge and understanding to solve problems involving ratio and proportion. The provision for Year 6 is enhanced by the involvement of the headteacher in the teaching of the more able pupils. The work is well matched to the pupils' needs and, as a result, the pupils in Year 6 make brisk progress.
55. Across the school, the teachers have good questioning skills, which they use well to assess the pupils' understanding. They provide many opportunities for the pupils to explain the strategies they use. As a result, the teachers are able to keep an eye on the progress of individual pupils. This is supported by the good marking seen in most classes, which is used well to inform the pupils about how well they are doing and how they can improve their work. This good use of day-to-day assessment is an improvement since the last inspection. Procedures to track the progress of pupils over time have been established, but the school recognises that there is still more to do in this area.

Mathematics across the curriculum

56. There are good opportunities for the pupils to use mathematics in other subjects, particularly in science, ICT and geography. This has a positive impact on the pupils' achievement and is contributing to the improvements seen in ICT. The pupils collect and interpret data in science, in Year 4 and, in Year 6, they use these skills in geography. There are many examples of the pupils using computers, including the interactive whiteboards¹ available in some classrooms. For example, in a Year 1 and 2 mathematics lesson, a group of pupils used the whiteboard to collect information which they placed in a table. They coped well and were well supported by the teaching assistant.

¹ This is a white board that is linked to a computer controlled projector. A large image is projected and the teacher, or pupil, is able to control the screen in much the same way as they would with a mouse.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is a good emphasis on practical work and developing the pupils' investigational skills
- Although a check is kept on the teaching and learning, this is not sufficiently rigorous
- Lessons are well planned and meet the needs of the pupils
- The pupils enjoy science lessons and their work is well presented

Commentary

57. The pupils' attainment is in line with what is expected of pupils at the end of Years 2 and 6. The school's recent results in the national assessments for pupils in Year 6 have generally improved, but have varied from year-to-year. Inspection evidence from lessons and the work in pupils' books indicates that the pupils' achievement is satisfactory overall although, within this picture, there is some variation. In the lessons seen, there was a significant amount of good teaching and, in these lessons, the pupils made good progress and achieved well. The teaching was less successful in a Year 1 lesson, where shortcomings in the management of the pupils' behaviour meant that many pupils underachieved. The pupils with special educational needs are supported well and their achievement is good.
58. Across the school, lessons are well organised and the teachers provide a wide range of interesting activities. The school has identified the need to improve the pupils' investigational skills and this is proving to be successful. There is a good balance between practical activities, where the pupils can use their scientific knowledge, skills and understanding and work that is more closely directed by the teachers. The pupils handle the materials and equipment thoughtfully. They work well together in groups, sharing ideas and taking turns sensibly. In the best lessons, the teachers are clear about what the pupils will learn and they make sure that the work builds on their previous learning. The teachers have a good knowledge of the subject, so they explain clearly and ask probing questions. They provide good opportunities for the pupils to predict what might happen and justify their ideas, although this is not a feature of all lessons. The pupils respond well to the good teaching. They have a good knowledge and understanding of the work they cover and they achieve well. The pupils concentrate well, work hard to complete their tasks and take great pride in their work, which is usually well presented in their books.
59. The subject is well led and managed by the co-ordinator, who is instrumental in identifying areas for development. For example, an analysis of the pupils' answers in national tests identified the need to improve the pupils' ability to work independently, particularly in investigations. Although teaching and learning are monitored, this is not done systematically. Consequently, there is some variation in the quality of teaching, which needs to be raised to the level of the best. Recent work has led to an improvement in the way that science work is marked and there are appropriate plans to develop the procedures for assessing and tracking the pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are rising because the quality of teaching is mainly good
- The subject is well led, managed and resourced

Commentary

60. Standards in ICT are average in Year 6 and have improved since the last inspection. Training has raised teachers' confidence, skills and knowledge significantly; a new computer suite supports the teaching and learning well and the staff value the good leadership of the subject co-ordinator. The co-ordinator sets a very good example and encourages the staff to seek advice and to develop their skills. The quality of teaching is good overall and an excellent lesson was seen in Year 6. For younger pupils, the teaching ranges from satisfactory to good. Overall the pupils make satisfactory progress in Years 1 and 2 and good progress by the end of Year 6.
61. Pupils in all year groups have positive attitudes to ICT. In a lesson in Year 3, however, the pupils lost their motivation because the tasks were not challenging enough. The pupils usually show sustained interest and good co-operation when working in pairs. They develop their skills through a broad range of activities which helps their learning to other subjects. By Year 2, the pupils know how to write and edit their work. They have a good range of skills, for example using different function keys and saving and printing their work independently. By the time they are in Year 6, the pupils enter data onto spreadsheets and understand how to use simple formulae to carry out calculations. They use word processing skills regularly and import illustrations to enhance their writing.
62. The teachers' planning is good and shows how the needs of groups of pupils are to be met. Assessment arrangements are linked to the expectations of the national curriculum, although more formal procedures are yet to be developed. Resources are used effectively and the teachers make good use of interactive whiteboards, which commands the attention of pupils. In lessons where the interest is very high, the teachers encourage pupils of all abilities to use technical terms and consequently the self-esteem of pupils, especially those with special educational needs, is very high and they achieve well. In the very good and excellent lessons seen, the teachers expected the pupils to work at a fast pace, giving precise timing for the completion of tasks. The teaching assistants are knowledgeable and provide good support. Praise is used effectively to reward the pupils' efforts and successes. The teachers provide good feedback to the pupils about how they can improve their work.
63. The well-informed co-ordinator keeps up-to-date with developments in ICT, monitors planning and teaching and shares the outcomes with staff to identify areas for improvement. A comprehensive action plan and audit of provision indicates clearly how the subject is to develop in the future. Resources for ICT are good. The classrooms and the computer suite are well-equipped and the range of software supports a variety of activities across the curriculum. There are plans to enable the community to access these resources.

Information and communication technology across the curriculum

64. The application of ICT skills in other subjects is now good. This reflects good improvement since the last inspection. There are many opportunities for pupils in Years 1 and 2 to use computers in literacy and numeracy. From Year 3, the pupils use computers to support their learning in other subjects more widely. They create graphs to analyse data they created in geography and use the Internet to research projects linked to history, for example the Victorians and Ancient Greeks. They also use computers in subjects such as art and design.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Good use is made of the local environment
- There are good links with English, mathematics and ICT
- Although teaching is satisfactory overall, there is some unsatisfactory teaching

Commentary

65. Judgements have been made on the analysis of pupils' work, discussions with pupils and two lesson observations. The standards achieved in geography by the end of Years 2 and 6 are in line with the expectation of pupils of this age. The curriculum is covered in blocked units of work, meets the statutory requirements and encourages the staff to use local resources and provide first hand experiences for the pupils.
66. In the two lessons seen one was good and the other unsatisfactory. Where the teaching is good, the pupils with special educational needs receive good support and achieve well. However, in the unsatisfactory lesson the task was not adapted well enough to meet the pupils' needs. In the good lesson seen, in Year 2, the pupils were interested in using the photographs that they had taken on a recent walk. The pupils recognised the landmarks and then located them on a large floor map, matching street names and buildings to their precise locations. The pupils enjoyed the work and drew carefully and positively on what they could remember from the walk.
67. Good links are developing with English, mathematics and ICT. Good use is made of the Internet, for example to explore facts about rivers. The pupils trace routes on the computer and reinforce directional language through the use of control technology. They record their work, annotating diagrams and maps and, by Year 6, they interpret data using graphs to show their findings. They have good subject vocabulary and use their reading and writing skills well to research and record aspects of their learning.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- There are strong links to other subjects and good use is made of ICT
- The curriculum is enhanced by visits and visitors to the school and this enlivens the pupils' interest in history

Commentary

68. The pupils show a keen interest in, and enjoy, their history lessons and overall they achieve well. Standards are in line with those expected at the end of Years 2 and 6, which is similar to that found at the last inspection.
69. Each of the lessons seen began with interesting discussions that encouraged the pupils to become engaged in historical enquiry. In Years 4 and 5, for example, the pupils discussed the differences in clothes worn by Victorian women from different levels of society. In Year 6, the pupils looked carefully at photographs of buildings from the Victorian era and learned to interpret

and link information from previous lessons, such as that gained from the census returns. Throughout the school, the pupils are encouraged to use their literacy skills to write accounts of their research. A good example of this was seen in Year 2, where the pupils wrote about their ideas about castles and the people who lived in them, work that was enhanced by a visit to Tamworth Castle. There are good links made between history and geography, as in the study of the River Nile. An understanding of chronology is developed well throughout the school, as when pupils create a time-line showing themselves now and when they were born, their grandparents, and 'things that happened a long time ago'.

70. The quality of the teaching is satisfactory overall and the pupils achieve well. Most of the teachers have high expectations and demand a good standard of presentation in the pupils' work. However, on occasions, they talk for too long and this curtails the pupils' opportunities to explore the resources and think things through for themselves. The resources for teaching are good, for example in the classes where the Victorians are being studied, parlours and kitchen displays have been set up to add interest to the topic and they are well used in the lessons to promote the pupils' understanding. The Internet and links to other subjects, such as music and art add to the depth of learning on the Victorians. The school makes good use of local places of historical interest to add depth to the topics. The subject is led effectively, although there are few opportunities taken to monitor the quality of teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in **art and design**, so it is not possible to make judgements about provision. The evidence from the teachers' planning and the work on display indicates that there is a well-planned and worthwhile curriculum that focuses on developing the pupils' skills as they move through the school. The pupils enjoy art lessons very much and talk enthusiastically about the work they have done and how they have achieved various effects. It is clear from these discussions and the range of work seen that the subject makes a good contribution to the pupils' spiritual, social and cultural development. There is good use of computers in art to produce pictures and demonstrate rotational symmetry. A visiting artist has worked with the pupils to produce very interesting three-dimensional life-size figures and delicate wire sculptures of insects.

The pupils have good opportunities to use a range of skills and media and, often, good links are made to other subjects. Following work on King Midas in literacy, the Year 4 and 5 pupils have produced good quality interpretations of mythical creatures in a variety of media, including paint, pastel, computer generated and three-dimensional clay material. When the older pupils study the Victorians, they also learn about the work of William Morris and make their own printing blocks using potatoes and string. The pupils are invited to think of colours as portraying different moods and characteristics. Their work is valued by the adults and is displayed well around the school. The co-ordinator ensures that the subject has a secure place in the curriculum, although there have been few opportunities to monitor and evaluate the pupils' progress in art.

Only two lessons were seen in **design and technology**, both featuring mainly Year 2 pupils, and each carrying out very similar tasks, so an overall judgement on provision is not possible. In the lessons seen, the pupils used their skills of cutting, joining and measuring to create satisfactory Easter cards with a moving part. The pupils enjoyed their work and took pride in the finished cards. The use of templates, however, did not give the pupils sufficient choice about how the product might be made. The pupils' previous work indicates that there is an appropriate range of activities planned across the school and the work becomes progressively more challenging. By Year 6, the pupils produce attractive Victorian samplers, linked well to their work in history.

No lessons were seen in **physical education**. There is a worthwhile programme planned that covers the requirements of the National Curriculum and includes swimming. The school reports that the vast majority of the pupils are able to swim 25 metres before they leave. The facilities for PE are good and there is a wide range of resources. Extra-curricular activities include clubs for football and netball.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- There are strong links with other subjects and good use is made of ICT to support learning in music
- Standards of singing are good throughout the school
- Music makes a good contribution to the pupils' spiritual, moral, social and cultural development

Commentary

71. The school has recently adopted a new scheme of work to guide the teachers' planning and improved the range of resources available. This means that the pupils have access to all aspects of the music curriculum including composition, listening and appraising music and participating in singing and playing instruments. The teaching in the music lessons seen was satisfactory; the pupils clearly enjoy making music and they make satisfactory progress in the development of their skills and knowledge. At the time of the last inspection, standards were found to be above national expectations; they are now in line with what is expected, although standards of singing are good.
72. The teachers use computers well in music lessons. For example, in one lesson seen, the pupils were investigating different sorts of music from Victorian times using an Internet link. There are good resources for the teaching of music, including a good number of tuned and untuned percussion instruments. Individual lessons on the keyboard and violin are also offered, for which parents pay. All of the pupils learn to play the recorder during their time in the school and some go on to join the recorder group run by the music co-ordinator and play in assemblies accompanying the singing. The pupils enjoy taking part in performances for parents, carers, and friends of the school. The co-ordinator supports her colleagues by providing suitable materials for teaching and learning and by promoting music as an important feature of school life.
73. A strength of the provision is the opportunity for pupils to sing together in lessons and assemblies. They reach a good standard of singing and they know and enjoy a good range of songs. In a Year 5 lesson, the pupils quickly learned a jazz song and were soon having some success in adding an ostinato. The pupils listen to music from a range of traditions and styles and the subject contributes to their personal, spiritual, social and cultural development. During the Lenten Liturgy, music helped to create a very special and spiritual atmosphere, enabling the pupils to consider serious matters in a calm and thought provoking manner.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in personal, social and health education, so an overall judgement is not possible. However, it is clear from the available evidence and the wide range of additional aspects provided to support this subject that the programme is well planned and makes a strong contribution to the pupils' personal development and to the school's positive ethos.

The school places a strong emphasis on promoting the pupils' personal development within a Christian framework of caring for each other and helping those less fortunate. Good behaviour is reinforced throughout the school and older pupils report that rare instances of bullying are taken seriously by staff and are well dealt with. The pupils like the suggestion box in the foyer where they can post their ideas about how the school can be improved or about any anxieties they have. Each week the pupils participate in a class liturgy which also gives the pupils opportunities to express their feelings about a range of issues and concerns. The School Council makes a good contribution to the pupils' personal development and their understanding of citizenship. The discussions held with pupils indicate that the council is very well regarded by the pupils and that they feel that issues are

being listened to and addressed. There are clear procedures for teaching sex education and drugs misuse within the school's curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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