

INSPECTION REPORT

TUPTON PRIMARY SCHOOL

Chesterfield

LEA area: Derbyshire

Unique reference number 112641

Headteacher: Mr C Maycock

Lead inspector: Mr J Heap

Dates of inspection: 7 – 9 June 2004

Inspection number: 258247

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Middle deemed primary school
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	304
School address:	Queen Victoria Road New Tupton Chesterfield Derbyshire
Postcode:	S42 6DY
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs D Beswick
Date of previous inspection:	7 June 2004

CHARACTERISTICS OF THE SCHOOL

Tupton is a primary school that caters for pupils between the ages of three and eleven. It is situated in the former mining village of Tupton, near to the town of Chesterfield. There are 265 pupils on the roll of the main school: 133 boys and 132 girls. This is above the average sized school in England. The roll has not significantly changed in recent years. Pupils arrive at school reflecting the full range of attainment levels, but overall attainment on entry is below average. Pupils are organised into nine classes, three of which have more than a single age group of pupils. The pupils come from a semi-rural catchment area which has significant signs of deprivation. Housing ranges from local authority estates to private individual dwellings. The vast majority of pupils are white and there are representatives from a very small range of ethnic heritages. There are no pupils learning English as an additional language. Sixteen per cent of pupils are entitled to free school meals: this is close to the national average. There are 57 pupils (22 per cent) on the list of special educational needs and the majority have moderate learning or behavioural difficulties. This is around the national average. Three pupils (one per cent) have a statement of special educational need, which is broadly average. There has been a large amount of pupil mobility over several years. The school has received a School Improvement Award in 2001 and 2002 and the Basic Skills Quality Mark in 2001.

The school has a 26-place nursery and children attend part-time. Children enter the nursery at the age of three years, and in the most recent intake children had below average scores on the English, mathematics and social skills indicators.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18824	J Heap	Lead inspector	English Design and technology Physical education Religious education English as an additional language
19343	M Howel	Lay inspector	
31012	A Welch	Team inspector	Science Geography History Areas of learning in the Foundation Stage
28320	R Willey	Team inspector	Mathematics Information and communication technology Art and design Music Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school that has strengths. Provision for pupils' personal development is strong and, as a result, pupils have good attitudes to school and work and they behave well. Children in the Foundation Stage (nursery and reception) and Year 1 and 2 classes achieve well because of the good teaching. Overall, leadership and management are good. Given the low amount of money that the school is able to spend it gives good value for money.

The school's main strengths and weaknesses are:

- Standards in the 2003 national tests for seven year olds were well above average in reading and mathematics and above average in writing.
- Pupils with special educational needs achieve well because the provision is good.
- Standards are not high enough at the age of 11 in aspects of English, mathematics and science.
- Overall, the quality of teaching and learning is good.
- The headteacher and governors lead the school well.
- There is insufficient use and development of literacy, numeracy and information and communication technology skills across the curriculum.
- The quality of care and links with parents, the community and other establishments are good.
- The amount and quality of resources are unsatisfactory, particularly in the library and the outdoor provision for the Foundation Stage.
- Provision for pupils' multicultural understanding is unsatisfactory.

Overall, the school has made good improvement since the last inspection. In relation to the key issues identified there has been very good improvement to the accommodation and in the reduced use of specialist teaching. There has been satisfactory improvement of basic writing skills. Standards have improved at the ages of seven and eleven. The quality of teaching and learning is maintained.

STANDARDS ACHIEVED

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

*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.*

Overall, pupils' achievement is **satisfactory**, including those from minority ethnic backgrounds. Children enter reception with levels of attainment that are below average, particularly in communication, numeracy and social skills. Children achieve well, but by the time they enter Year 1 most are still not meeting the goals they are expected to achieve by this age. By the end of Year 2, standards are above average in reading, writing and mathematics. This is good achievement for most pupils. By the end of Year 6, standards are below average in English, mathematics and science. Pupils' achievement is satisfactory in Years 3 to 6. Evidence from national tests show standards to be well below average, but the evidence from the school's own tracking of results shows the vast majority of pupils achieving satisfactorily. Results in national tests have been adversely affected by high pupil mobility and increasing numbers of pupils with special educational needs. Standards are lower than they ought to be because of:

- weak library skills in Years 3 to 6;
- shortcomings in the matching of work to individual pupils' needs in mathematics and science;
- insufficient resources in the library, mathematics and religious education.

Trends in results, are better than the national trend at age seven and similar to the national trend at 11. The school's targets for 2004 are realistic.

Overall, pupils' personal development is good. Provision for pupils' spiritual, moral and social development is effective, but provision for pupils' multicultural understanding is unsatisfactory. Pupils like coming to school, and attendance is satisfactory.

QUALITY OF EDUCATION

Overall, the quality of education is **satisfactory**. Overall, the quality of teaching and learning is **satisfactory**. Teaching is good in the Foundation Stage (nursery and reception) and Years 1 and 2. In Years 3 to 6, the quality of teaching and learning is satisfactory. The best teaching is seen in the Foundation Stage and Years 2 and 3, where children are very interested in their lessons and do a great deal of work. During the inspection the amount of good and better teaching outweighed the satisfactory and small amount of unsatisfactory teaching. However, the analysis of pupils' work shows inconsistencies in marking and challenge for pupils. Pupils with special educational needs are taught well.

Overall, the curriculum is satisfactory. The programme for the nursery and reception classes is good. In Years 1 to 6, the curriculum is satisfactory, with sound opportunities for enrichment. However, there are too few opportunities for pupils to use their literacy, numeracy and information and communication technology skills across the full range of their work and the level of resources is unsatisfactory. The steps taken to ensure pupils' care, welfare, health and safety are good and there is a good ethos in the school. Overall, links with parents are good. However, some parents do not strongly support reading at home. The school has good links with the community and other schools.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **good**. The work of the governing body is effective and improving and ensures that the school complies fully with statutory requirements. The headteacher continues effectively to reduce the many barriers to learning faced by many pupils. He has a clear vision for the school and this has led to improvements in the key areas of standards and teaching.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views about the school. Parents are particularly pleased with the quality of teaching. Pupils enjoy the interesting things they are asked to do.

IMPROVEMENTS NEEDED

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

- Improve standards by the age of 11 in English, mathematics and science.
- Increase the opportunities for pupils to use and develop literacy, numeracy and information and communication technology skills across the curriculum.
- Increase resources in reading, mathematics and religious education.
- Improve the provision for pupils' multicultural development.
- Improve the outdoor provision for the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is **satisfactory**. Pupils make the most progress in their learning in the Foundation Stage and by the age of seven. This is due to good teaching. Standards in national tests, for seven-year-olds are improving at a rate that is better than the national one. However, even though standards for eleven-year-olds are improving, the pace is slow. Nevertheless, the school is overcoming the following barriers to learning:

- low standards on entry in communication, numeracy and social skills;
- unacceptably low levels of resources.

Main strengths and weaknesses

- Standards in the 2003 national tests for seven-year-olds were well above average in reading and mathematics and above average in writing. The improving trend in results is better than the national trend.
- Pupils with special educational needs achieve well.
- Standards are not high enough at the age of eleven. However, the improving trend matches the national one.

Commentary

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

Standards in:	School results	National results
reading	17.6 (17.1)	15.7 (15.8)
writing	15.5 (15.8)	14.6 (14.4)
mathematics	17.6 (17.6)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	25.0 (24.5)	26.8 (27.0)
mathematics	24.4 (26.2)	26.8 (26.7)
science	27.8 (26.4)	28.6 (28.3)

There were 47 pupils in the year group. Figures in brackets are for the previous year

- 1 In 2003, results in national tests for 11 year olds were well below in English and mathematics and below average in science when compared with the national picture. In comparison with similar schools results were well below average. Overall, results were well below average in comparison to all schools and similar schools. The proportion of pupils attaining the higher Level 5 was average in English and well below average in mathematics and science. Over three years, results are well below average. The trend is consistent and, overall, is similar to the national trend. There is no significant difference in the attainment of boys and girls. The targets for 2004 are realistic.
- 2 In the Foundation Stage, children achieve well. They enter nursery with low attainment, particularly in communication, numeracy and social skills. The good teaching and effective programme of work ensure that children are quickly settled, secure and learning well. Their

confidence develops quickly. Nevertheless, by the time they enter Year 1, standards are still below average in personal, social and emotional development; communication, language, literacy and mathematics. There is insufficient evidence to form secure judgements in knowledge and understanding of the world and physical and creative development.

- 3 By the age of seven, standards are above average in reading, writing and mathematics. From low attainment on entry, pupils achieve well and make good gains, particularly in the basic skills of knowing sounds, handwriting, spelling, punctuation and number. By the age of eleven, standards are lower and below average in English and mathematics. Nevertheless, pupils achieve satisfactorily and this is shown in the tracking of pupils' progress over several years. However, standards are not as high as they should be because of shortcomings in:
- the quality of marking, particularly the reference to targets set in books. This is particularly relevant in mathematics, where there is insufficient challenge, particularly for higher attaining pupils;
 - resources, particularly the library and book stock in general;
 - the promotion, use and development of literacy, numeracy and information and communication skills across the curriculum.
- 4 In science, standards are average by the age of seven and below average by the age of eleven. Overall, achievement is satisfactory. Strengths in attainment include:
- the good use of practical skills when carrying out investigations in Years 2,3, and 4;
 - higher attaining Year 2 pupils use scientific language well and this is a result of teachers targeting this as an area for improvement.
- 5 In information and communication technology, standards are average and rising. This is due to:
- the good leadership and management shown by the co-ordinator, which includes his specialist teaching in Years 3 to 5;
 - the very significant improvement in resources;
 - the increasing, but, as yet, patchy use and development of skills across the curriculum.
- Across the school, pupils are gaining good skills, knowledge and understanding across the full range of strands.
- 6 In religious education, standards are in line with the expectations of the locally agreed syllabus. Overall, achievement is satisfactory. Infant pupils have a sound knowledge of Christianity. In the juniors, knowledge and understanding are built up well and there is a growing appreciation of other religions. Pupils are not sufficiently skilled at drawing conclusions about, for example, the similarities and differences of religions.
- 7 Although the majority of pupils with special educational needs attain below average standards they generally achieve well against their targets and in national tests at Year 6 in English and mathematics. A survey of Year 6 test results for these pupils indicates that more than half of them had made good academic progress compared with their attainment at the end of Year 2. This reflects the good support that they receive from class teachers and classroom assistants in these subjects. The previous report referred to good provision and progress for special educational needs pupils. Provision has been sustained since the last inspection, despite the small number of support assistants the school can afford to employ.
- 8 In other subjects, there was insufficient evidence to make secure judgements about standards and achievement in art and design, design and technology, geography, history, music and physical education.

Pupils' attitudes, values and other personal qualities

The attitudes and behaviour of the pupils are **good**. The pupils' spiritual, moral and social development is **good** overall. Attendance is **satisfactory**.

Main strengths and weaknesses

- The pupils enjoy their lessons and other school activities.
- There are good relationships throughout the school.
- Pupils understand and respect the school's behaviour code.
- The provision for pupils' multi-cultural development is unsatisfactory.

Commentary

- 9 The pupils are fully involved, keen and eager to take a full part in lessons. They readily ask and answer questions, and offer their opinions. Pupils concentrate well and settle quickly to their work. The school provides pupils with a good mix of extra-curricular activities, and the pupils take full advantage of the places available. Through annual residential visits, pupils in Years 5 and 6 are given the opportunity to enjoy new experiences and broaden their horizons. These visits are very popular with the pupils.
- 10 Overall, pupils work in an environment that is free from oppressive behaviour, such as bullying, racism and sexism. There are good relationships between pupils and between teachers and pupils. During lessons and at break times, the pupils work and play well together. The 'Playground Pals' initiative gives older pupils the opportunity to help the younger children, and they take their duties seriously. The pupils are generally well behaved during lessons and clearly understand the school rules. There have been no exclusions in recent years. Pupils move around the school in an orderly manner and show respect for school property. There is a pleasant atmosphere in the dining room, with pupils of different ages mixing well together.
- 11 The provision for spiritual, moral and social development is good. Through assemblies and the personal, social, health and citizenship education lessons pupils are introduced to the main symbols and ideas in the Christian and other faiths. They learn to think of the needs of others and to consider how their actions may affect other people. They clearly know right from wrong, and are given good opportunities to think about their place in the wider world. The provision for multi-cultural development is unsatisfactory. There are few opportunities for the pupils to learn about the customs and life-style of people from other cultures. The knowledge they have gained is not then reinforced through displays or visitors to the school. Although the personal development of children in the Foundation Stage is promoted very well by staff, few are on course to fully meet the Early Learning Goal.
- 12 Attendance levels are satisfactory. The majority of pupils arrive at school on time and few lessons are interrupted by latecomers. The school has sound procedures to promote good attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.3
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education is **satisfactory**. The quality of teaching and learning is **strongest** in the Foundation Stage and Years 2 and 3. In an overall sound curriculum, the provision in the Foundation Stage is **good**. Procedures for care and welfare are **effective** and this is a caring school. The school has forged **good** links with its major partners.

Teaching and learning

Overall, the quality of teaching, learning and assessment is **satisfactory**. The strongest procedures and use of assessment are in the Foundation Stage.

Main strengths and weaknesses

- The strongest teaching is in the Foundation Stage and Years 2 and 3.
- Pupils with special educational needs are taught well.
- Teachers use the inadequate resources at their disposal well.
- There is insufficient classroom support.
- There are inconsistencies in marking and challenge for pupils.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (9%)	22 (51%)	15 (35%)	2 (5%)	0	0

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

- 13 The quality of teaching and learning has mainly been maintained since the last inspection. In general, the proportions of lessons are similarly graded, but with a small increase in the amount of very good and unsatisfactory practice. A key issue from the last inspection was the review of the arrangements for the wide-ranging specialist teaching. This has been thoroughly carried out, including the acquisition of pupils' views, and changes have been made. The only subject that is now taught to several classes is information and communication technology to pupils in Years 3 to 5, by the coordinator. The rise in standards in this subject is evidence of this being a good decision.
- 14 There are significant barriers to improvements in teaching and they relate to low levels of funding. For example:
- resources are too low in many subjects, such as English, mathematics, religious education and physical education;
 - classroom support is thinly spread, so that higher and lower attaining pupils do not receive the support they need. However, these scarce human resources are organised well and pupils with special educational needs continue to make good progress;
 - there is a lack of an adequate and secure outdoor play area that caters for the needs of Foundation Stage children.
- 15 Improving standards are evidence of better teaching, and initiatives since the last inspection have played a full part in this. For instance:
- the improvements to the accommodation have removed significant difficulties for teachers, such as cramped conditions for classes in Years 3 to 5;
 - the monitoring and support by the local education authority has led to leading professionals, such as subject consultants, working in the school. They have helped in the successful implementation of strategies, such as those for literacy and numeracy. The local education authority is committed to continuing this support until standards rise significantly in Year 6.

- 16 The best teaching was seen in the Foundation Stage and Years 2 and 3. For the youngest children, the improvement of poor basic skills is a significant priority. Staff manage this well and pupils' achievement is good. The main strengths are:
- good relationships; in a reception mathematics lesson the children were sufficiently secure and confident to have a go at telling time and counting money;
 - good, clear and challenging explanations; in a very good nursery lesson, children learned a range of shapes and found that a circle is a circle regardless of size or colour;
 - the very good management and control of classes.
- 17 In Years 4 to 6, teaching and learning are satisfactory. It is here that the shortcomings in resources are mostly felt. Nevertheless, achievement for most pupils is satisfactory. This has much to do with the very strong management and control that is exercised. However, the shortcomings lead to lessons that lack challenge, on occasion, such as in mathematics for the higher attaining pupils. This, in turn, leads to a lack of motivation for some pupils and this is most clearly seen in reading, and particularly in relation to the library.
- 18 Throughout the school, teachers work hard on their marking and assessing pupils. As a result, pupils have a sound view of how well they are doing and how they can improve. In general, targets are appropriately set but the comments from staff are insufficiently related to the achievement, or otherwise of the goals. Overall, homework is satisfactory, but more rigorous in Years 1 to 3.
- 19 Overall, the school has a satisfactory system for assessing pupils' attainment and progress. A clear picture of pupils' achievements are built up from arrival in the school to the time they depart. A range of procedures is used and, in the main, these have been effective in raising standards, most particularly in the Foundation Stage and Years 1 and 2.
- 20 Support assistants work very closely with class teachers. They are well briefed about their roles within lessons and report on outcomes and pupils' achievement daily, usually in discussion with class teachers. Some assistants have appropriate training to enable them to work with pupils on definitive programmes such as 'Better Reading' and 'Additional Learning Support'.

The curriculum

Pupils' needs are met **well** in the Foundation Stage and **satisfactorily** across the rest of the school. The poor level of school funding is reflected in many subjects having **inadequate** resources. Although curriculum enrichment is **satisfactory**, opportunities are limited by low levels of funding.

Main strengths and weaknesses

- All statutory requirements are met and issues from the previous inspection have been successfully addressed.
- Provision for personal, social, health and citizenship education is good.
- The school uses the limited resources for pupils with special educational needs very effectively to support them well in mathematics and English.
- Insufficient opportunities are created to learn about cultures other than their own and to use and develop literacy, numeracy and information and communication technology skills across the curriculum.
- The school has a strong and successful commitment to creating equality of opportunity for its pupils.
- Sound systems have been put in place to monitor the curriculum but they are not yet rigorous enough to improve the quality of teaching and learning or raise standards.

Commentary

- 21 The curriculum meets all statutory requirements including provision for religious education and collective worship. The national strategies for literacy and numeracy have been implemented satisfactorily. All subjects have subject leaders and there are policies and guidelines for teachers in place based on the latest national guidance. Since the last inspection, there have been very good developments in the provision in information and communication technology and the accommodation.
- 22 The curriculum for personal, social, health and citizenship education is developed alongside other subjects, such as science. In addition there are dedicated lessons, particularly to cover difficult issues, for instance drug and alcohol abuse and sex and relationships education.
- 23 The curriculum for the Foundation Stage is good. The school follows the national expectations set out for children of this age. From an early age children are expected to work in an independent way and join with partners in collaborative activities. However, the school lacks a secure and appropriately resourced area for physical development.
- 24 The school provides a satisfactory range of clubs for pupils from Year 3 upwards although there are currently few for younger pupils. A choir and clubs for computers and board games extend the range of these beyond seasonal sports. A modest range of class visits is well supplemented by two residential opportunities for Year 5 and 6 pupils at Derbyshire Outdoor Pursuits Centres. The lack of funding restricts the number of visitors coming to the school to enrich curriculum provision. For example, there are no visiting music specialists, artists or authors, as would normally be seen in a school of this size, but book fairs and a professional theatre group help to provide a satisfactory range of experiences to promote pupils' enthusiasm for learning.
- 25 There is an adequate number of teachers to cover all statutory requirements relating to the curriculum. They have a range of expertise that is used to maximum effect. Particularly useful is the way that the subject leader for information and communication technology teaches all Years 3 to 5 classes in the computer suite. He has raised standards and pupils' enthusiasm for the subject. Significantly fewer support assistants can be afforded than in schools of similar size and the number working with pupils with special educational needs is inadequate, allowing support to be given primarily in English and mathematics lessons. Although accommodation has been much improved since the last inspection, the setting up of the school into four blocks without covered routes between them still restricts delivery of the curriculum. For example, some resources, such as the hall and computer suite, are very remote for some classes. The hall is too small for large classes of older pupils to enjoy physical education safely. The library has a poor book stock and most subject areas have inadequate resources to support teaching well. The exception to this is information and communication technology, because the funding of the improvement came from national initiatives and not the school's budget.
- 26 Literacy, mathematics and information and communication technology figure little in the work in other subjects seen across the school. Information and communication technology makes an unsatisfactory contribution to learning generally and few lessons were seen making active use of class-based computers. Consequently, opportunities to make the curriculum more exciting by linking subjects are not widely taken. Individual teachers are encouraged to address links between subjects in their planning but there is insufficient rigour to develop this approach across the school.
- 27 The support that is provided for pupils with special educational needs is good and class teachers and classroom assistants help them both inside and outside the classroom. Good individual learning programmes set realistic targets and as a result, despite the lack of individual support in most lessons, they make good progress. There is a very recently established register of gifted and talented pupils and the acting special educational needs

coordinator has undertaken to develop this area. A policy document has been written but as yet there is no definitive provision to enable these pupils to extend and develop their particular skills.

- 28 A strong commitment to equal opportunities is a feature of a number of lessons and assemblies. No pupils are excluded from out of school activities because of gender, ability or physical disability and pupils are not excluded from visits on the grounds of cost. The school constantly looks for opportunities to increase the number of support assistants and this reflects the strong commitment to creating the best provision for all pupils.
- 29 Sound systems to monitor the curriculum have been put in place since the last inspection. Co-ordinators now have more opportunities to see lessons, examine teachers' planning and see pupils' work, and there is evidence that initiatives have resulted in improvements in the quality of teaching and learning. Whilst some teachers have addressed issues such as providing sufficient challenge for higher attaining pupils or adapting tasks to suit the abilities of lower attaining pupils, this is not consistent practice across the school. Inspection evidence identified common tasks for pupils in several subjects.

Care, guidance and support

The school makes **good** provision for the pupils' care and welfare. There is **good** support and guidance for pupils' personal development. Procedures to involve pupils in decision-making are satisfactory.

Main strengths and weaknesses

- There are very good relationships between the pupils and their teachers.
- This is a caring school where pupils are respected as individuals.
- Arrangements for introducing children to school are very good.
- There is limited provision for seeking the views of pupils although the school does issue a yearly pupils' questionnaire.
- The procedures for monitoring health and safety issues require updating.

Commentary

- 30 The pupils have confidence in their teachers and know they can turn to them for help because:
- there are very good relationships within the school that help pupils to know they are valued as individuals, and this is set up during the very effective induction period;
 - teachers have good knowledge of the pupils and their families, and they deal very sensitively with any problems that may affect their pupils;
 - the school has a warm and caring environment, and there is good provision for the personal development of the pupils.
- The positive play initiative gives pupils with specific problems the time and space to gain confidence, and to develop self-discipline. The 'Playground Pals' scheme, which operates during the lunchtime break, provides support for pupils who may be finding it hard to mix and play with other pupils.
- 31 There are sound procedures for assessing pupils' levels of attainment as they progress through the school. These have been improved since the previous inspection. A range of tests in reading, spelling and mathematics as well as National Curriculum tests for seven and 11 year olds provide a clear profile of pupils' achievements. The data gathered is used appropriately to identify individual and group requirements, such as the need for early intervention to boost reading skills. Teachers give good support within the classroom by ensuring that work is matched accurately to pupils' different abilities. This is mainly achieved by using judgements of pupils' levels of attainment to set individual targets.

- 32 The good relationships that exist between pupils and teachers provide good opportunities for the informal exchange of views, and pupils provide examples when they do this. However, at present, the pupils have no formal opportunity to voice their opinions, or make suggestions about changes they would like to see in the school. There are advanced plans for the setting up of a school council that will give all pupils a regular and more structured way to offer their views.
- 33 The school provides a safe and secure environment for its pupils. However, some of the procedures for monitoring the health and safety policy and its implementation are not rigorous enough. The inspectors have informed management of the areas where there are some concerns.

Partnership with parents, other schools and the community

The partnership between the school and the parents is **good**. There are **good** links with the community and other schools.

Main strengths and weaknesses

- Parents are very satisfied with the school and the education it provides for their children.
- The school and the local community have strong links.
- Links with other schools enhance the curriculum.

Commentary

- 34 There was good support for the school from the parents who attended the pre-inspection meeting and who completed questionnaires. They were especially satisfied with the induction arrangements, not only when children first join the school, but also as they move from year group to year group. Parents very much appreciate being able to talk to the headteacher and other teachers at any time, and this was seen to happen on several occasions during the inspection. There are very good relationships between the teachers and parents and, as a result, it is very easy for information to be shared in an informal but effective way.
- 35 There is a very active and supportive 'Friends of the School' group which:
- raises considerable, and much needed funds through a variety of events that are well supported by parents and the local community;
 - ensures that all the pupils benefit from the funds raised, and has recently focused on providing equipment for extra curricula activities for pupils in Years 1 and 2;
 - has initiated a scheme for pupils to receive coaching in dance and gymnastics from students at a local arts college.
- The support the group provides for the school and its pupils makes a considerable contribution to the home-school partnership and pupils' learning.
- 36 The school has strong links with the local community and is involved in a number of events within the village. For example:
- the local carnival and contributions to concerts in the village hall;
 - it plays an active part in the annual Remembrance Sunday service when pupils lay a wreath on behalf of the school.
- Events held at the school are well supported by the local community, and the annual Easter event is eagerly anticipated. The pupils' aspirations and horizons are broadened by the Young Enterprise scheme. This involves young adults from the community working through a planned programme with specific classes. This raises the pupils' awareness of being a part of the community and the wider world.
- 37 The school has close links with the local high school. Pupils are provided with good opportunities to visit the school and to meet the teachers. They undertake a transitional work

project, and the parents say their children are well prepared for the move to secondary education.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are **good**. The governing body is **effective** in supporting the school in all aspects of its work. The leadership of the headteacher is good. The leadership of other key staff is **satisfactory**. The management of the school is effective.

Main strengths and weaknesses

- The good leadership of the headteacher.
- The school has a positive ethos and provides all pupils with equal opportunities to learn.
- The good support of the governing body and its awareness of the school's strengths and weaknesses.
- Financial management is effective and the school has good procedures to ensure that it receives value for money in its purchasing of supplies and services.

Commentary

- 38 The quality of leadership is good and is reflected in the commitment and enthusiasm of the headteacher, the hard working staff team and the work of the governors. The headteacher has the support and confidence of the staff and, under his leadership, there is a determination to continue the school's development and to further raise standards, particularly by the end of Year 6. The headteacher is very visible amongst the school community and devotes a lot of time to get to know the pupils and parents so that he and the staff can create the best possible conditions for learning. The school ethos is positive, the atmosphere is very warm and friendly and pupils enjoy learning.
- 39 The headteacher has been influential in building an effective team of management staff that is dedicated to raising standards. The recruitment and deployment of staff is generally managed well with the result that pupils benefit from stable teaching with teachers who know them well and enjoy very good relationships with them. The good management of support for pupils with special educational needs is responsible for their good achievements, particularly in the deployment of support staff and its impact on the quality of teaching and learning for these pupils. However, due to the small number of support staff, their expertise is spread too thinly at times and this slows pupils' rate of achievement.
- 40 Performance management is implemented effectively by the headteacher and identifies training needs that will ensure that action plans linked to the school improvement plan are realised. Monitoring techniques against success criteria in the plan are focused on the impact as well as on the completion of the task. Close scrutiny of test results has helped to drive up standards and co-ordinators ensure that this is done on a routine basis. Some observation of teaching is undertaken, particularly in literacy and numeracy, and records show that although strengths are celebrated, specific pointers for improvement are also given to teachers. The headteacher has recently established a team involving the Chair of Governors, the deputy head teacher and himself to develop a more comprehensive picture of total provision across the school and the standards that pupils achieve.
- 41 The Foundation Stage co-ordinator leads and manages well, but there are too few opportunities to formally monitor and evaluate the provision.
- 42 Governors fulfil their statutory duties well. They have a rigorous and professional approach to all aspects of school life and are very actively involved in its work. This gives them a good insight into the views of pupils and how well the school works with parents. They ask searching questions of the school and have a good idea about how the school should develop in the future. They have a working knowledge of school performance data and compare results with those of other schools. They are in at the start of the formulation of the

school improvement plan and in evaluating its effectiveness. The committees of the governing body work smoothly and their work is co-ordinated effectively to ensure that the school uses its finances to good effect in achieving the best possible value within the constraints of a very tight budget. Governors have responded with determination and resolve in tackling the problem of below average standards at the end of Year 6. A number of initiatives are now in place, including more challenging targets for overall standards, booster classes in Year 6, informative tracking of pupils' progress between year groups and an improved Reading Partnership. As a result, standards in English, mathematics and science are improving at the same rate as the national rate.

- 43 An acting co-ordinator for special educational needs has very recently been appointed to cover the sick leave of an established co-ordinator and is very well supported by the headteacher. The school has established good procedures and practice for the identification of need and the deployment of a very small team of support assistants. The quality of pupils' individual education plans is good and available to all staff working with these pupils. Support assistants are strategically deployed by the headteacher to maximise their impact. They are well qualified, have regular training opportunities in order to update their knowledge and expertise and provide good support. They are fully involved in setting and reviewing targets for pupils. This is in keeping with the school's commitment to provide for all pupils equally.
- 44 Considerable improvements have been made to the accommodation since the last inspection although there is still some way to go, particularly with regard to outdoor provision in the Foundation Stage, although the overall provision for this key stage has improved since the last inspection. Considerable improvements have also been made to the provision for ICT, particularly in terms of resources which in turn has resulted in a rise in standards. In an effort to overcome one of the barriers to raising achievement, namely the low value some parents place on education, the school consults parents on a regular basis and makes every effort to draw them into the life of the school. The high profile of the headteacher in the community is going some way to achieving success in removing this barrier.
- 45 Owing to the low level of funding for the school, budgeting is prudent and plans are carried out well. Decisions on expenditure are difficult because the choices are stark, but the school remains in surplus, with a modest amount of money for unforeseen contingencies. The most recent local authority audit report (June 2002) offered several recommendations for improvements to practice and these have been dealt with by the Governing Body. Although there is very limited funding for new expenditure the school is vigilant in using effective procedures to see that money is spent wisely. Governors and management are always keen to develop the staffing levels and expertise and this is having a slow, but steady effect on standards. Grants for specific purposes are used well.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	617,874
Total expenditure	643,400
Expenditure per pupil	2,012

Balances (£)	
Balance from previous year	37,871
Balance carried forward to the next	12,345

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children's levels of attainment when they start in the nursery are below those typically expected for their age, and for about a third of them, in speaking and listening and personal and social skills they are low. Teaching is good overall and this ensures that children achieve well by the time they reach Year 1. Teaching is based on well-informed knowledge of young children's needs. The strong teamwork between the class teachers, the nursery nurse and support staff adds to the quality of the teaching.

A wide range of stimulating and challenging activities are planned with great care to match the needs of all children in the six areas of learning. The accommodation and resources are organised to good effect to provide an exciting environment for young children. There is no ready access to an outdoor area for reception children and this limits their experiences. Children do have access to part of the main playground but as this area cannot be reached directly from the classroom it limits the spontaneity of activities. Although nursery staff make the best possible use of the space, the nursery outdoor play area is too small and cramped and again limits children's experiences. Assessment procedures are thorough. Information from them is used to build an accurate and informative profile of each child's achievements during the time spent in the nursery and reception classes. Children with special educational needs generally achieve at the same good rate as other children because of the extra help they receive from adults and the good practical and visual aids available. Very strong links are fostered with parents, not only when their children start school but throughout their time in the foundation stage. Parents are right to be happy with their children's flying start to school. Leadership and management of the Foundation Stage is effective.

Personal, social and emotional development

Provision in personal, social and emotional development is **very good** and a strength of the school.

Main strengths and weaknesses

- Overall, achievement and the quality of teaching and learning are very good.
- Standards are below average.

Commentary

46 Children's personal development is nurtured very well during their time in the Foundation Stage because staff are skilled at promoting this in everything children do. Many nursery children are reticent and need much encouragement to participate in activities. Staff are warm and caring in their approach and make each child feel special. This ensures that they settle quickly and comfortably into the routines of the nursery. Relationships in both nursery and reception classes are very good and this means that children trust their teachers and other staff. The positive attitudes and high expectations of all staff boost children's self-esteem and spur them on to try even harder to do their best. Very good teaching in the nursery promotes children's independence well and, because they are given a manageable choice of tasks and the opportunities to make simple decisions, their sense of responsibility grows. This is increased in the reception classes as the organisation becomes more formal and children take on the responsibility to complete a task in a given time. Without prompting, children use dustpans and brushes to clear sand from the floor and put equipment in the right place on the shelves. These are very good steps towards achieving the goals set for personal development before children reach Year 1. Although few children are on course to reach or exceed the expected levels in this area of learning, the gap between national expectations and what they are able to achieve will have closed considerably by the time they leave the reception classes.

Communication, language and literacy

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

Main strengths and weaknesses

- Good teaching.
- Interest and skills in reading and writing are developed well.

Commentary

- 47 The effective work of adults means that even the youngest children learn to explain their immediate needs and begin to offer simple contributions to discussions. Almost every activity involves asking questions and emphasising words and names. In both nursery and reception, best use is made of adult led groups to encourage children to speak to an audience. On these occasions, teachers use their own good use of language to help children to broaden their vocabulary and to improve their diction.
- 48 Many activities are based on the development of reading and writing skills, including the reinforcement of letter sounds to build familiar words. Teachers use whole class shared reading times very well, not only to whet children's appetites for a wide range of reading material, but also to teach them many points about spelling, language and punctuation. Most parents are effective partners in enabling their children to master the skills of reading by helping them to learn new words, and in developing their understanding of the story content. Writing skills are taught systematically so that children learn to form letters correctly and make a smooth transition from copying what the teacher has written to having a go for themselves. There are many informal opportunities provided for children to practise their writing skills, for example, in one reception class children 'wrote' letters for the sorting office in the class post office. At times, however, opportunities to correct common errors in letter formation, such as 'n' and 'r' are missed as well as the incorrect use of upper case letters. Overall, children achieve well during their time in the nursery and reception classes and the good grounding in the basic skills of reading and writing ensures that a significant minority will achieve the standards expected. Most other children will be close to achieving them before they enter Year 1.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and children to achieve well.
- Standards are below average.

Commentary

- 49 Children gain a good understanding of number, pattern and shape through practical activities such as counting objects, playing and sorting shapes into sets. They achieve very well at times, especially when teachers make learning fun. In the nursery, the children were delighted and enthralled by the teacher's magic box which, only after a child had said the 'magic word', turned for example, a large red circle shape into a small blue triangle. In the reception classes, children learn how to record simple calculations using relevant mathematical symbols. At times, however, whole class teaching is too challenging, especially for the lower attaining children, and this slows their rate of achievement. The overall good provision enables most children to achieve a good number of the early learning goals for mathematical development although only about a third will achieve them all.
- 50 In **knowledge and understanding of the world**, planning indicates a good range of activities to help children to widen their understanding of the world and to stimulate their curiosity. The activities planned for this area of learning emphasise the way that all areas of the Foundation Stage curriculum are developed, in a natural way, alongside each other. This is particularly so when children use computers to further their language, mathematical or creative development.
- 51 In **physical development**, planning denotes opportunities for children to develop their physical skills so that they learn to move with increasing confidence, balance and control during lessons in the hall. Children's skills in manipulating small tools, scissors and pencils develop well because of the good opportunities they have to practise and apply them. Outdoor play for nursery children is very restricted and there are no opportunities for challenging physical experiences or imaginative play. The picture is even bleaker for reception children, who have no access to an outdoor area at all. Teachers try to compensate by working outdoors in the very small courtyard garden but this is not outdoor play in its true sense.
- 52 In **creative development**, during their time in the foundation stage, the children take part in a range of creative activities where they can explore colour, texture, shape and music. Many of these activities are linked to ongoing themes and are well planned to introduce particular techniques and new resources. At times however, the work is too teacher directed and this limits the opportunities for children to use their natural creativity and individuality. There are some opportunities for role play, but there are insufficient gains in learning because of insufficient staff guidance.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Results in national test are improving.
- By the age of seven, standards seen in reading and writing are above average and achievement is good.
- In Years 3 to 6, standards and the quality of teaching are not as good as they should be, particularly in reading.
- There are insufficient opportunities to use and develop literacy skills across the curriculum.
- Library provision is poor.

Commentary

- 53 Since the last inspection, standards have improved. The strengths in the teaching have been maintained and the support for pupils with special educational needs remains strong. Results in national tests are improving more rapidly by the age of seven than they are at age 11. However, the lower profile of results at the age of 11 in relation to similar schools has much to do with high levels of mobility. There is evidence that higher attaining pupils in the 2003 tests achieved well. Given the low level of pupils' attainment on entry, overall achievement is satisfactory by the age of 11 for all pupils, including those from minority ethnic backgrounds. The progress made by pupils with special educational needs continues to be good.
- 54 By the age of seven, standards in speaking and listening are average and achievement is satisfactory. Pupils generally read accurately and fluently and have a sound understanding of plot and characters. Attitudes to reading are sound and most pupils make use of the mobile library that visits the village. There is very little evidence of the poor school library being used at all. In writing, the majority of pupils have good basic skills of handwriting, spelling and punctuation, and this is good progress over the last year. Higher attaining pupils attempt successfully to interest the reader:
'Tom started to cry because one of his friends' houses had fallen over'
Lower attaining pupils have made the most progress in basic skills such as handwriting.
- 55 By the age of 11, standards in speaking, listening, reading and writing are below average. However, pupils' achievement in each of these aspects is satisfactory. Pupils are generally working hard and enjoying what they do, particularly in speaking and listening and writing. Their good attitudes reflect the varied and interesting tasks that teachers set them. Attitudes are less than good in reading and the main reasons for this are:
- below average library skills and knowledge;
 - a lack of motivation as a result of generally poor resources and, for many, a reduction in parental interest as pupils become more skilled at reading, and independent.
- The library does not have sufficient books, or ones that will be interesting for a wide range of pupils with differing skill levels.
- 56 Overall, the quality of teaching and learning is satisfactory. In the best lessons, the main strengths are:
- good challenge, particularly in relation to the amount and quality of work to be done;
 - work is well matched to the range of pupils' attainment and needs in the class, as in Years 2 and 3;
 - very good relationships, based on a clear understanding of teachers' high expectations in relation to pupils' behaviour.
- Teachers conscientiously mark work and set targets for improvement. The analysis of work showed that these targets are relevant, but the marking does not always indicate how well pupils are progressing towards them. However, the teacher's work is made very difficult by severe weaknesses in the level and quality of resources, particularly the general reading stock and the poor library. This in turn leads to shortcomings in pupils' interest and attitudes to reading. The school recognises these factors and there has been a slow improvement, particularly in attempts to buy materials that interest boys. A further shortcoming here is in the chronic lack of book resources that illustrate cultural diversity in our country. There is an increasing and welcome emphasis on using information and communication technology skills to find information and present work. The use of the internet is particularly important because of the severe shortcomings of the library.
- 57 Overall, leadership and management are satisfactory. The coordinator works hard and the results are beginning to emerge. For example, she marks the optional test papers for all the pupils and tracks their progress. Her analysis of results provide her with invaluable insights into areas for development, such as:
- reading comprehension of non-fiction books;
 - improving pupils' knowledge and understanding of different writing genres.
- She recognises that resources are inadequate, but improved to the limits of her budget and that the amount of independent writing in other subjects is too low. However, she has not, as

yet, devised a programme to improve this.

Language and literacy across the curriculum

- 58 This is a weakness that means pupils do not have enough practice in writing independently. Nevertheless, there is evidence throughout the school of some writing in subjects such as history, geography and religious education.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are above national expectations by the end of Year 2 and pupils make good progress, but the high level of pupil mobility between Years 3 and 6 is depressing the standards of older pupils.
- Not all teachers match work to pupils' ability and this is affecting pupils' attainment in the subject.
- Pupils with special educational needs achieve well when they are supported in lessons.
- The good tracking procedures in place in the school are not always used well to set targets for pupils and identify what they need to do to achieve the next level in their learning.
- Resources are unsatisfactory.

Commentary

- 59 Pupils enter the school with poor numeracy skills but over the last three years, by the end of Year 2, results in national tests have been well above average reflecting the good work being done. This is a big improvement on the findings of the last inspection. All pupils, including those from minority ethnic backgrounds, achieve well as a result of completing work that has been clearly matched to their ability. Pupils with special educational needs are supported well so that they too make good progress. A greater proportion of pupils attain the higher levels in national tests than in most schools as a result of high expectations during Year 2.
- 60 By the age of 11, pupils' attainment is below average and achievement is satisfactory. Results in the national tests well below average, as is the proportion of pupils reaching the higher levels. It is in part the result of high pupil mobility but also reflects the lack of challenge in the tasks set in lessons during the year, particularly for higher attaining pupils. Too much work is common to the whole class and does not match the varying levels of ability within it.
- 61 The quality of teaching is good in Years 1 to 3 and satisfactory in the rest of the school. Good lessons were well planned, proceeded at a good pace and focused well on developing pupils' strategies and mathematical vocabulary. Tasks were well matched to pupils' ability so all were able to make appropriate progress. In other lessons, teachers did not allow sufficient time for pupils to work on the tasks set. The higher attaining pupils in a Year 6 lesson did not reach the extension material prepared for them because they ran out of time whilst still performing the common task. Pupils in a Year 4/5 lesson were frustrated when summoned to take part in a long plenary session and called away from work they were enjoying and finding stimulating. Long explanations of tasks, as in a Year 5/6 lesson, slow the pace and cause lessons to lose momentum. The books of pupils in Year 6 showed no evidence of information and communication technology being used to support learning but lessons for other year groups included provision for some pupils to complete computer-generated tasks such as ones relating to inverse operations in number.
- 62 Targets identified for pupils and recorded in their books are not regularly updated. A pupil whose target was to identify and write numbers up to a hundred was actually working accurately with numbers greater than this. Although results attained in national tests are analysed, findings are not effectively used to inform future planning. The subject leader monitors lessons but sees only photocopied samples of pupils' work but not complete books.

She does not, therefore, have a complete overview of the subject. Budgetary constraints limit the spending on resources and these are generally unsatisfactory.

Mathematics across the curriculum

- 63 Pupils have few planned opportunities to use their mathematical skills in other areas of learning. They do measure materials in design and technology and use graphs in science but overall, mathematics has few links with other subjects.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- There is good emphasis on the use of specific technical language.
- Teaching is too directed at times and does not take sufficient account of the different expectations required for pupils of different abilities.
- Most pupils have good attitudes towards the subject.

Commentary

- 64 Overall, achievement is satisfactory. Standards have been maintained since the last inspection and remain similar to those expected nationally by the end of Year 2 but below those expectations at the end of Year 6. However, over the last four years, overall standards at the end of Year 6 have risen at the same rate as the national trend. Evidence over time in pupils' books shows that achievement and teaching are consistently good in Years 1 and 2. Teaching in Years 3 to 6 is satisfactory overall although good teaching was observed in the Years 3 and 4 class.
- 65 The best teaching is marked by clear expectations, opportunities for pupils to take part in practical activities and the choice of resources. For example, much of the teaching is based upon an experimental and investigative approach to science and this raises pupils' interest and enjoyment. Pupils are taught how to carry out an investigation, make and test predictions, draw conclusions and to use the correct terminology. There are however, limitations to the teaching. Teachers are not consistently using the information from their records of pupils' progress to identify what different groups of pupils need to learn next. Too often the starting point for investigations is the same for all pupils with no added challenge within the investigation for the more able. Lower attaining pupils do not always complete the task because of their lack of understanding. Investigations are often too structured and this limits pupils in thinking for themselves, which in turn slows their rate of achievement. This contributes to the sameness and lack of originality in pupils' recordings of their findings, particularly for the upper juniors. In contrast, other pupils, especially in Years 2, 3 and 4, use their literacy skills well to record the work in their own words. This in turn affords their teachers good assessment information on which to plan the next stage of learning.
- 66 Some use is made of pupils' mathematical skills although there is scope for improvement here. For example, pupils in the Year 3 class used a bar chart to show the time taken for parachutes of different sizes to land. The use of information and communication technology skills has improved following the opening of the new suite and this is helping to enrich the science curriculum.
- 67 Leadership and management are satisfactory. The co-ordinator uses the information from national tests results well to identify which areas are in need of improvement. For example, the pupils' use and understanding of technical language needs to improve. This has been taken on board well by most teachers with the result that pupils in Year 2, for example, use 'flexible' and 'rigid' in their classification of materials while pupils in Year 3 use 'absorbency' with understanding. Provision for pupils with special educational needs is effective and pupils are making good progress in their work. Plans are afoot to hold a whole school science day

later this term, in conjunction with the local high school. This is evidence of strong and productive links between the two schools.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- As a result of improved resources and good teaching, pupils' attainment has risen significantly since the time of the last inspection.
- The subject co-ordinator has a good overview of the subject and a clear vision for its future development.
- Information and communication technology is insufficiently used to support teaching in other subjects.

Commentary

- 68 Since the time of the last inspection, the school has acquired a computer suite and numerous classroom computers. As a result of these improved resources, standards are average and rising. All pupils, including those with special educational needs, make good progress and achieve well because of the support they receive. As support assistants rarely work in this area, the class teacher and the pupils' peers usually provide this very well.
- 69 Teaching is generally good and pupils are enthusiastic learners. All aspects of the subject are covered effectively, including control technology, which is well addressed. Pupils in Year 6 recalled working with sensing equipment to measure temperature, sound and light, and in a Year 4/5 lesson pupils were seen creating a sequence of instructions to control the movements of a programmable toy. The school has two digital cameras that are used to record pupils' work. There is, also, a digital microscope that enables pupils to use computers to see minute organisms in their science lessons. The subject leader teaches pupils throughout Years 3 to 5. This has given him a good overview of the subject in the upper part of the school and from September he is to extend his teaching into younger classes so that pupils' skills can be developed in a systematic way throughout the school. He currently monitors the classes he does not teach by examining the planning for lessons and collecting examples of pupils' work.
- 70 Computers in the suite are used well to support teaching in other subjects. However, an aspect that is underdeveloped is the use made of class-based computers. Nevertheless, the subject leader is setting a good example by using computers in most subjects and this is beginning to have an effect on some staff. Suitable software has been acquired, particularly to support teaching in science, mathematics and art and design.

Information and communication technology across the curriculum

- 71 As yet, the use of information and communication technology to support other areas of the curriculum is erratic and is dependent on individual class teachers. There are few examples of computer-generated work in pupils' books and few lessons identified an information and communication technology element within lesson plans. The co-ordinator is very aware of this limitation and is working purposefully to encourage other teachers to incorporate computer elements in subject areas across the curriculum. The subject leader's good example has not had time to transfer to, and impact upon, classroom practice.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The effective teaching of Year 6.
- The good attitudes of pupils across the school.
- Unsatisfactory, but improving resources, particularly the range of books and artefacts.
- Insufficient use and development of writing skills.

Commentary

- 72 Standards and provision have been maintained since the last inspection. Pupils' attainment at the ages of seven and 11 meets the expectations of the locally agreed syllabus. Achievement for all pupils is satisfactory, including those with special educational needs. However, there has been a welcome, if modest, improvement in the range of artefacts that support the teaching and learning of several religions.
- 73 By the age of seven, discussions with pupils reveal a sound knowledge and understanding of Christianity, most particularly in facts about the workings and setting out of a church. Their overall grasp of religions is also increased through their learning about Sikhism. Pupils have done some useful work on:
- the key beliefs in Sikhism;
 - Sikh places of worship;
 - developing a timeline that illustrates the lives of the gurus.
- 74 However there is too little evidence of:
- work that explores the similarities and differences between religions;
 - literacy skills being used and developed in the subject.
- 75 It is not possible to make an overall judgement about teaching, because only one lesson was seen, in Year 6. The main strengths of this very good lesson about expressing faith through the arts were:
- good planning, with effective mix of teacher-initiated inquiry and pupils' contributions;
 - the good exploration of the range of arts that have illustrated religious activities and faith, such as tapestry, carving, paintings, music and motion pictures;
 - the encouragement given by the teacher for pupils to discuss views and express emotions. This led to lack of inhibited discussion, particularly amongst the lower attaining pupils as they discussed love poetry;
 - the use of role play to express emotions and in this part of the lesson the level of achievement was highest. Pupils' responses in this part of the lesson and in discussions with those in other classes showed very good attitudes to the subject.
- 76 Overall, leadership and management are satisfactory. The coordinator's successes include:
- the acquisition of books, artefacts and photographs to support teaching and learning, despite the small budget for development;
 - the use of visits and visitors to develop and illustrate the curriculum. For example, the 'Crackpots Theatre Group' visit regularly to illustrate various moral issues;
 - the links with the local co-ordinators group that have increased knowledge about how the internet can be used as a resource. This has meant that information and communication technology makes a satisfactory contribution to the work in this subject.
- However, the library has very few religious books that interest the pupils and the last time that any lessons were monitored was in 2000.
- 77 There was insufficient evidence to make firm judgments about provision, standards or the quality of teaching and learning in **history** and **geography** as only two lessons in each subject were observed. Teachers' planning was examined, samples of work analysed and discussions held with pupils.

- 78 Planning shows that there is a satisfactory curriculum in both subjects. However, there is little enhancement in terms of cross-curricular links with other subjects. The number of visits to places of interest are limited and visitors to the school are relatively few. An analysis of pupils' work shows that, in history, pupils in Year 6 gain an understanding of some of the changes during the Victorian era that affected society as a whole, for example, the Industrial Revolution. However, much of the work is factual and too teacher directed. Opportunities are missed to apply skills practiced during the literacy hour. Pupils' work in Year 3 however, is more interesting to read. For example, extracts from Henry VIII's diary and the use of the 1881 census material to gain an understanding of the way of life of a local family of those times. Pupils in Year 2 used their literacy skills well to give their opinion as to the character of Florence Nightingale. In the Year 3 history lesson observed, pupils achieved well. They gained a good idea of Tudor clothing as they sewed Tudor costumes for dolls. In the other lesson observed, overall achievement was satisfactory.
- 79 There is not as much work recorded in geography. Here, however, in Year 6, literacy skills are applied well at times, for example, when pupils empathise with people in a Norfolk village whose houses fell into the sea as a result of erosion. Pupils in Year 2 make brief and simple comparisons between life on a Scottish island and Tupton. Teaching in the Year 2 lesson observed was good. Work was challenging and began to explore the way that literacy skills enhance knowledge and understanding in other subjects. Pupils used the contents and index pages of non-fiction books well to answer specific questions about weather. In the other lesson observed, time was lost managing the pupils' behaviour and this was unsatisfactory. Resources in geography are limited, particularly in terms of atlases for pupils in Years 1 and 2.
- 80 There are too few resources and opportunities for visits that would provide pupils with the right level of knowledge and understanding about cultures other than our own.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 81 In art and design, design and technology, music and physical education, there was not enough evidence to judge provision and the quality of teaching and learning.
- 82 In **art and design**, teachers make good use of the school's digital camera to record pupils' work and the displays in classrooms and around the common areas of the school showed that the standard of work is satisfactory. The school is aware that higher attaining pupils are currently not being provided with sufficient opportunities to fulfil their potential and has devised a means of addressing this that will begin in September. Years 1 and 2 use the Dazzle program effectively creating good links between art and information and communication technology. Budgetary constraints mean that resources are limited and the subject leader has therefore, to spend more time maintaining provision than driving the subject forward.
- 83 In **design and technology**, discussion with pupils and sampling work shows that the programme is interesting and varied. Pupils are clearly engaged in designing and making and they use a variety of materials. In addition there is evidence of basic skills being developed. Pupils evaluate their work and they have adequate resources for their activities. There is also some use of information and communication technology to support learning.
- 84 Singing in assemblies was the only **music** heard during the inspection. This was tuneful and lively and pupils participated well. A commercial scheme to support non-specialists teaching the subject has been introduced throughout the school and resources are adequate to enable it to be delivered satisfactorily. This has been well received by teachers. Lack of funding limits opportunities to enrich pupils' appreciation of the subject, including their response to music from a range of cultures. So, apart from 20 pupils from Years 5 and 6 who learn to play handbells, no pupils are taught to play a musical instrument. Some pupils from Years 5 and 6 take part in the area music festival each October and there is an active choir that supports productions. These provide pupils with the opportunity to perform in front of an

audience. Although the subject leader monitors planning, she has no opportunity to observe teaching. As a result, her understanding of how the subject could be improved is limited.

85 In **physical education**, it was only possible to see one lesson and a very small part of the school's programme. Looking at planning and talking with pupils and staff it is clear that the full range of activities expected in the National Curriculum are covered. Pupils enjoy their lessons and older pupils are engaged in a range of competitive sports activities.

86 The athletics lesson in Year 6 was weak. The areas for development are:

- inadequate warm-up that failed to exercise the joints and muscles that were going to be used in the activities;
- weak planning, that did not take account of:
 - developing pupils' skills, particularly in throwing;
 - maintaining a good level of pupil activity;
 - how to teach an effective lesson with inadequate resources.

87 The school has adequate resources for ball games and small throwing activities. However, the overall picture is unsatisfactory because:

- the hall is too small, particularly for large classes of older pupils;
- there are insufficient resources for a wide range of gymnastic and athletics activities.

However, the external accommodation is spacious and well maintained.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

As only two lessons were seen no judgements on overall provision can be made. However, the school has established good programmes to support this area of learning through its good ethos and the relationship between teachers and their pupils. All classes have dedicated weekly lessons and sex and relationships education and drugs awareness aspects are featured strongly. There is a definitive programme for pupils in Year 6 for sex and relationships education and the drugs awareness programme is delivered through the science curriculum and personal, social, health and citizenship education lessons. The latter is supported by valued contributions from the local police.

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	3
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	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
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).