

# INSPECTION REPORT

**WILLIAM GILBERT ENDOWED PRIMARY SCHOOL**

Duffield

LEA area: Derbyshire

Unique reference number: 112979

Headteacher: Mrs S Whyld

Lead inspector: N A Pett

Dates of inspection: 10<sup>th</sup> - 12<sup>th</sup> May 2004

Inspection number: 258432

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:	277
School address:	Vicarage Lane Duffield Belper Derbyshire
Postcode:	DE56 4EB
Telephone number:	(01332) 840 395
Fax number:	(01332) 842 721
Appropriate authority:	The governing body
Name of chair of governors:	Mr W L Hall
Date of previous inspection:	5 <sup>th</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

This Church of England Voluntary Aided Primary School is located in the village of Duffield, in a rural area to the north of Derby. The buildings are on a very compact site which has been very well developed over the years to accommodate all pupils. It serves the immediate neighbourhood, which consists of established and more recent housing development. Pupils come from a broad range of socio-economic backgrounds, with a larger percentage enjoying social and economic advantage. The percentage eligible for free school meals is below average. There are 277 pupils on roll, aged between three and 11 years, making the school larger than the national average. There are more boys than girls on roll and it is oversubscribed. The school provides for 35 children in the Nursery. A very small minority of pupils are from ethnic minority heritage but only rarely does the school have pupils who require support for English as an additional language. The percentage of pupils identified with special educational needs and those who hold statements to address their specific needs, is below average. The main areas for support are moderate learning difficulties, speech and communication and social, emotional and behavioural difficulties. The school holds the award for Investors in People and has been designated with Beacon Status. The headteacher has been in post for one year.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17331	N A Pett	Lead inspector	Information and communication technology Geography
19557	Mrs E Halls	Lay inspector	
31862	Mrs J Coop	Team inspector	Science History Music Special educational needs
28686	Mrs E Walker	Team inspector	Mathematics Art and design Design and technology Foundation Stage
32021	Mr A McClean	Team inspector	English Physical education English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school with some outstanding characteristics.** It has an excellent Christian ethos. Through the very good leadership of the headteacher there is an effective improvement programme to realise its aim of excellence. This aim is very well shared and supported by the pupils, staff, parents and governors. Pupils' achievement is good and improving. Standards are well above average in English and science and above average in mathematics. Teaching is good overall. The school is giving good value for money.

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

- There is a very good learning ethos set in a Christian context.
- There is very good provision for the Foundation Stage.
- Pupils' attitudes, behaviour and relationships are very good.
- The quality of education is good although curriculum organisation affects the continuity of learning in some subjects in Years 1 to 6, so that standards are average overall.
- Better use needs to be made of information and communication technology (ICT).
- The very good links with parents and the community enhance learning opportunities and relationships.
- The effective work of the school leadership team.
- The procedures for assessment in subjects other than English and mathematics require improvement.
- The statutory curriculum requirements are not met for ICT and school publications.

Since the last inspection in 1998, overall improvement has been satisfactory although greater impetus has occurred over the last year. The overall approach to leadership and management, brought about by changes in the senior staff, has begun to initiate an effective programme of development. The roles of the subject coordinators now include systematic monitoring of teaching and learning which is bringing more consistency to teaching. Good progress has been made in assessment procedures in English and mathematics but significant work is still required in other subjects. Improvement is still required for ICT, although the improving resources and teaching have the potential to address this shortcoming.

### STANDARDS ACHIEVED

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

*Key: A\* - very high; 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.*

**Achievement is good overall.** Children enter the nursery with average standards overall. They are well taught in the Foundation Stage so that when they reach Year 1 they have reached the early learning goals overall, with some children exceeding them. Results in National Curriculum tests at the end of Year 2 in 2003 were well above average in reading, writing and mathematics and in comparison with similar schools they were well above average in reading and above average in writing and mathematics. Results at the end of Year 6 have been very well sustained and were well above average in comparison with pupils' attainment at the end of Year 2 in English, mathematics and science. Girls have done better than boys. Standards for the current year groups are well above

average in English and above average in mathematics and science by the end of Year 2 and Year 6. Standards are average in ICT at the end of Year 2, but below average by the end of Year 6. Standards in the foundation subjects are average. Achievement is good overall for pupils of all levels of capability. It is very good in English and good in mathematics and science by Year 6 and is improving across the school as a whole through improvements in the quality of teaching. The small number of pupils from minority ethnic heritage achieve as well as other pupils and those pupils with special educational needs make good gains in relation to their targets.

**Pupils' personal development is very good and a significant strength of the school.** It is fostered by the **very good provision and the pupils' very good response to spiritual, moral, social and cultural development.** Pupils enjoy school and their attendance is very good. They have very positive attitudes towards learning and behave very well. They are enjoying the developing opportunities to take responsibility for their learning and in leadership roles in school life.

## **QUALITY OF EDUCATION**

**The school provides a good education. Teaching is good overall,** with examples of excellence. The provision is very good in the Foundation Stage. Teaching and learning are satisfactory overall in Years 1 and 2, with examples of very good teaching and are good overall in Years 3 to 6. The provision for pupils with special educational needs is good. The school recognises that it needs to improve the consistency in the challenge for higher attaining boys and girls. Only occasionally does the school have pupils with English as an additional language and provision is good. The curriculum is well based on the National Curriculum and national guidance and effective planning is beginning to enhance pupils' learning opportunities. Good improvements are taking place for science in Years 1 and 2 and information and communication technology overall. The curriculum is very well enhanced through a good range of extra-curricular activities and very good use is made of the community to support learning. The accommodation and resources are satisfactory and are used well to support learning. Children and pupils are well cared for although the school recognises that it needs to make better use of assessment in subjects other than English and mathematics to inform pupils how well they are achieving. Parents are very supportive of their children and encourage their achievement.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good overall.** The headteacher has been in post for one year and she has a very clear educational vision, which is shared well by staff and governors. She leads the school very well and is very effectively supported by members of the leadership group. Together they are working most effectively and this has led to significant improvement in monitoring and evaluation, which are raising pupils' achievement further. Staff with responsibility for subjects manage effectively, with some very good practice. Procedures for evaluating the school's work are being well used to establish priorities which are well addressed in the school development plan. Governors are very supportive and understand the school's strengths and weaknesses very well. They take their duties seriously but fail to fulfil their statutory responsibility for the provision of ICT and in providing all the required information in the school prospectus. Financial affairs and general school administration are very effectively managed.

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

Parents are very pleased with the school and consider that it is well led and managed. They feel that it provides their children with a very good Christian education. The ethos helps their children to mature. Parents make a very good contribution to the life of the school. Pupils are very proud of their school. They enjoy it and are very good ambassadors to visitors. Pupils of all ages feel that they are well taught, are making good gains in their learning and are well involved in school decision making.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in ICT.
- Transfer the good approaches to assessment used in English and mathematics to the other subjects to give pupils more support in seeing how they can improve their work.

**and, to meet statutory requirements:**

- For ICT.
- To explain the right to withdraw pupils from religious education and acts of collective worship in the prospectus.



## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement is **good** in both the Foundation Stage and across Years 1 to 6. By Year 6, standards are **well above average** in English and science and **above average** in mathematics and achievement is **good** overall. Girls achieve and attain better than boys, but this difference is being addressed through improving the quality of teaching. The school also recognises that gifted and talented pupils are not always challenged consistently. Pupils with special educational needs achieve well.

#### Main strengths and weaknesses

- Results in National Curriculum tests are well above average.
- Children in the Foundation Stage achieve very well overall.
- In Years 1 to 6, pupils' achievement is good overall and is very good in English and science.
- Pupils with special educational needs make good progress.
- Standards are below average in ICT by Year 6.

#### Commentary

1. Results in the 2003 National Curriculum tests at the end of Year 2 were well above the national average. In comparison with similar schools, results were well above average in reading and above average in writing and mathematics. Results in teacher assessments in science were average. Girls performed better than boys in reading and writing, although boys did better in mathematics. The percentage of pupils attaining the higher levels was well above average in all three tests and above average in teacher assessments for science. The pupils' performance in the tests has been consistently above that in most schools over the past five years, although the rate of improvement is less than seen nationally.

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

Standards in:	School results	National results
reading	18.3 (18.2)	15.7 (15.8)
writing	16.4 (15.9)	14.6 (14.4)
mathematics	17.7 (17.2)	16.3 (16.5)

*There were 36 pupils in the year group. Figures in brackets are for the previous year.*

2. The proportion of pupils attaining the nationally expected level in the tests at the end of Year 6 in 2003 was very high in English and science and well above average in mathematics. There has been a consistent pattern of well above average results for the last four years. In relation to pupils' prior attainment at the end of Year 2, results were well above average in English and science and above average in mathematics. The results show that the value added to pupils' attainment was well above average. Targets set were well met in mathematics but not in English. Girls did better than boys and this is a general picture over the last four years. The trend for improvement in results has been better than that found nationally. The school has recognised the difference between girls' and boys' performance and through improvements in the quality of teaching, is addressing this issue well.

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

Standards in:	School results	National results
English	30 (31.1)	26.8 (27)
mathematics	29.3 (30.4)	26.8 (26.7)
science	31.4 (32.3)	28.6 (28.3)

*There were 34 pupils in the year group. Figures in brackets are for the previous year.*

3. Children enter the Nursery with average standards overall although in some years the standards are above average. They are well taught in the Foundation Stage, so that they achieve well overall enabling children to have reached the early learning goals expected for their age and a significant number of children exceed them. The goals are well exceeded in personal, social and emotional development and in literacy and language skills. In mathematical, development, creative development and in their knowledge and understanding of the world, they exceed the expected goals. In physical development, they reach the expected level for the goal, although accommodation limits provision in this area, undermining what the children are able to achieve.
4. Standards for the current cohorts of pupils were judged from assessment data, lesson observation and work scrutiny in Year 2. Because national tests were being taken in Year 6, judgements were made on the basis of limited teaching observations, assessment data, work scrutiny and discussions with pupils about their work and progress.
5. Overall, achievement is good. It is higher in English, mathematics and science than in other subjects, reflecting the limitations in the way that the curriculum is timetabled. In Years 1 and 2, achievement is good overall, but in a minority of lessons it is satisfactory and this reflects the quality of teaching which does not always have sufficient challenge. In Years 3 to 6, the quality of teaching is good, with some very good and outstanding practice and where this occurs, attainment and achievement are very good. Pupils with special educational needs are provided with relevant, additional support in lessons so that they achieve as well as their classmates. Pupils who have more complex learning needs are also sensitively helped and receive additional very good quality support. This has a positive effect on the achievement and progress of all groups of pupils with special educational needs. Gifted and talented pupils achieve very well when they are adequately challenged but practice is not consistent. The school recognises this and has structured an effective plan to raise provision for these pupils. A key facet in the standards attained and pupils' achievement is their very positive approach to school life and learning. This makes their lessons enjoyable and profitable
6. From inspection evidence, standards are well above average in English by the end of Years 2 and 6, reflecting previous test results. Pupils have very good listening skills and they speak confidently. This assurance enhances their learning, not only in English lessons but in subjects across the curriculum. It means that pupils can answer and ask questions well, with higher attainers showing a very good level of language. Specialist vocabulary is learned and understood. Pupils of all capabilities read well, with the highest attainers being very capable of detailed comprehension and recall of challenging stories, poetry and non-fiction. The quality of pupils' writing in English and in other subjects such as history, shows good awareness and use of punctuation and grammar. The good quality of support, sometimes in focus groups, and use of national strategies, ensure that pupils of all capabilities achieve very well, as seen in the overall standards attained. The very small number of pupils who have English as an additional language have been well supported, have increasing command of the language and have achieved very well.
7. Standards in mathematics are above average by the end of Year 2 and by Year 6, again reflecting previous test results. Older pupils use mathematical language very well and higher attainers can explain very clearly how they arrived at their answers. Pupils have a good

understanding of all aspects of the subject. However, the use of problem solving strategies and everyday mathematics, to extend pupils' reasoning and thinking skills, is only satisfactory as it is not always sustained. In subjects, such as science and geography, good use is made of numeracy skills. Overall achievement is good as pupils of all capabilities develop basic numeracy skills and extend their knowledge and understanding in the full range of mathematical concepts. Standards in science are above average by Year 2 and well above average by Year 6. In Years 1 and 2, attainment is rising through better achievement brought about by improved approaches to investigations. Older pupils already benefit from conducting fair tests, which extend their understanding of scientific processes and they are beginning to think like 'young scientists'. Achievement is good.

8. Standards in information and communication technology are average by Year 2 but below average by Year 6. These standards reflect the fact that insufficient progress has been made since the last inspection in developing resources and the quality of teaching. Although the National Curriculum requirements are met for Years 1 and 2, they are not met in Years 3 to 6. Whilst older pupils can perform basic computing tasks, they have not had sufficient experience to master the full range of activities, such as data logging and control technology. Similarly, there is unsatisfactory use of computing in subjects across the curriculum to support learning. Recent progress has been good and achievement is now satisfactory but the school realises that it has much to do to raise standards and achievement. The current planning is effective.
9. Standards are well above average in singing by the end of Years 2 and 6, but there is insufficient evidence to judge standards in other aspects of the subject. Standards in geography, a focus for the inspection, are average and achievement is satisfactory; in history, standards and achievement are satisfactory. This reflects the lack of curriculum continuity in these two subjects. Similarly, from the limited evidence base, standards in art and design and in design and technology are average. Standards in physical education are average for the pupils' ages and their achievement is satisfactory. Overall, pupils' very positive attitudes make a significant contribution to their overall attainment and achievement

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

Pupils' attitudes and behaviour are a significant strength of the school and are very good. There is very good provision in the Foundation Stage for the youngest children. Personal development is very good, with spiritual, social and moral development all strong features. Attendance and punctuality are very good.

### **Main strengths and weaknesses**

- The stimulating and caring Christian ethos permeates all activities and helps to promote excellent relationships, very good attitudes, behaviour and personal development.
- Pupils enjoy coming to school and their attendance and punctuality are very good.
- Staff are very good role models.
- Promotion of pupils' spiritual, moral, social and cultural development is very good and underpins the very good behaviour.

### **Commentary**

10. Children in the Foundation Stage achieve well in their personal, social and emotional development. Their behaviour is very good and they benefit from the high expectations of their teachers, to which they willingly respond. Good opportunities for sharing toys and equipment develop social skills, for example, when the children are involved in outdoor play activities. The very good use of routines and the way that all adults listen very well to the children about any concerns that they might have, give the children confidence. This provides a good learning environment which the children enjoy and sets the scene for when they enter Year 1.
11. Pupils' attitudes, behaviour and personal development are very good. Attitudes and behaviour have improved even further since the last inspection, reflecting the very high expectations and

an increased focus on the promotion of pupils' personal and spiritual development, confidence and self-esteem. Pupils are very well behaved, polite and courteous and respond well to the caring and stimulating school ethos. They enjoy coming to school and show considerable pride in being members of the school community.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	3.7	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.*

12. Attendance is well above the national average and levels of unauthorised absence are below the national average. Almost all parents ensure that their children attend school regularly and arrive punctually. The school takes effective action to promote good attendance and registration practice is efficient. Most absences arise through sickness or medical visits, although some parents do withdraw their children from school to undertake holidays during term time. Pupils are keen, interested and involved in the range of activities provided in lessons and out of school hours.
13. Parents are very happy with the values the school promotes. The staff are very good role models and pupils respond very well to the example that they are set. This can be seen in the way that adults relate to the pupils and in their participation in assemblies and when on duty. Pupils' behaviour in lessons and around the school is very good. Through the strongly enforced moral code, pupils understand the difference between right and wrong. Older pupils are trusted to undertake responsibilities, both in the classroom and around the school. Staff deal quickly and effectively with the few incidents of inappropriate behaviour that occur. All pupils, including those with special educational needs and from minority ethnic heritage, mix well at break time and lunchtime. The school places a very strong emphasis on promoting friendship and very good relationships in assemblies and during class discussions. Pupils indicate that bullying is not accepted and that any minor incidents, which are often due to breakdowns in relationships, are quickly and effectively dealt with. Because of the support given to the small minority of pupils who experience behaviour problems, there have been no instances of exclusion in the last year.
14. Pupils show increasing levels of self-discipline and maturity in their lessons and activities as they move up through the school. They work hard. When given opportunities to work independently or in groups they work co-operatively, sharing and valuing ideas and concentrating well on tasks. Pupils are keen to take responsibility and to be helpful in and around the school. For example, a group of pupils called 'Buddies' help to ensure pupils who are feeling left out have someone they can play with. Older pupils sit with younger pupils at lunch.
15. Pupils' relationships with adults and each other are excellent and have a very positive impact on their learning. They support each other and their teachers. Pupils are happy and secure and enjoy school life in an atmosphere where all are valued. They respond well to the help provided and enjoy the praise that is often given. They enjoy receiving rewards for excellence in their work and commendations for their behaviour. Rewards are strong motivators, especially for younger pupils, but pupils of all ages strive to achieve them. Pupils are also encouraged to share successes achieved in activities they are involved in at home with family and parents.
16. Promotion of pupils' spiritual, moral, social and cultural development is very good. Provision for spiritual and moral development is very strong and most effectively developed through

assembly themes and, whilst not specifically planned for, in subjects. Lessons make a good contribution to the development of pupils' values and beliefs through art, music, history, science and personal, health and social education. The very good range of extra-curricular activities contributes significantly to the pupils' social and moral development.

17. Pupils learn to respect the views of others and develop strong social skills. They learn to act according to their own principles and to challenge things that they consider to be unfair. Members of the recently formed school council take their duties seriously and are keen to be involved in decisions about the school. They consult with the wider pupil body and ensure that pupils' views and ideas are considered and discussed with the teacher facilitating meetings. The provision for pupils' cultural development is good, especially their cultural heritage. Pupils' understanding of other cultures is satisfactorily developed, contributing to the school's success in promoting very good relationships. Pupils from a variety of backgrounds relate well to each other. However, insufficient attention is paid to developing pupils' awareness and understanding of the cultural diversity of society.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** education. The quality of teaching is **good**. The curriculum is **satisfactory** overall. It is **very well** enhanced with extra opportunities and **good** extra-curricular provision, but the ICT provision is **unsatisfactory**. Accommodation and resources are **satisfactory** and are used **well** to support learning. Children and pupils are well cared for overall and parents are very supportive of their children and support their achievement.

### Teaching and learning

Teaching is good overall and results in pupils learning well. The teaching is strongest in the Foundation Stage and in Years 3 to 6. In Years 1 and 2, teaching and learning are satisfactory. Assessment of pupils' work is good in English and mathematics, but requires improvement in the other subjects.

### Main strengths and weaknesses

- The overall quality of teaching is good and improving.
- Teaching in the Foundation Stage is very good.
- Support for pupils with special educational needs is good.
- Teaching of ICT in subjects across the curriculum requires improvement.
- Assessment procedures in English and mathematics provide a good foundation on which to build practice in other subjects.

### Commentary

18. The table below indicates the quality of teaching seen during the inspection across all age ranges. Observations were limited in Year 6 because of the national testing schedule. In eight out of ten of these observations, the quality of teaching was at least good and in three out of ten it was at least very good. No unsatisfactory teaching was seen. Both parents and pupils consider that they are well taught and that their teachers are very supportive. Pupils especially feel that their teachers help them to learn effectively. From all inspection evidence the quality of teaching is good and is improving. This reflects the overall support derived from the increased level of monitoring and evaluation of teaching and learning. Best practice is being shared and teaching strategies are being improved through effective planning which is making better use of assessment outcomes.

### *Summary of teaching observed during the inspection in 45 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	13 (29%)	22 (49%)	9 (20%)	0 (0%)	0 (0%)	0 (0%)

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

19. The quality of teaching and learning in the Foundation Stage is now very good overall and has the potential to raise children's achievement from the current good to very good levels. In the Nursery, teaching is carried out by two qualified nursery nurses, who are managed by the Foundation Stage and Key stage 1 co-ordinator, who teaches in Year 2. This management approach is proving to be very beneficial for the continuity of pupils' learning and achievement. The most effective teamwork leads to well-structured work for the children and teaching has improved from good to very good since the last inspection. It is effective because there are very good opportunities for children to develop their confidence and competence and to achieve consistently well. This occurs in all of the areas of learning except for physical development, where there are limitations on outdoor accommodation. Very good teaching centred on traditional themes ensures that the children make very good gains in their knowledge and achieve very well in personal development and in language and literacy. Staff work very effectively as a team and the children respond very well to the high expectations set. Planning and assessment are very good and used to plan appropriate activities for all children. All the children enjoy coming to school and make good gains in their learning because the activities are challenging and enjoyable.
  
20. Teaching and learning are satisfactory overall in Years 1 and 2, but with some examples of very good teaching. Monitoring and evaluation are areas for improvement that are being addressed, as seen in the developments for more structured investigations in science. However, the quality of teaching in some classes does not challenge the pupils sufficiently and this impairs their achievement. More attention needs to be given to the pace and organisation so that pupils' needs are well met. In Years 3 to 6, teaching is good, with examples of very good teaching and excellence. The benefits of monitoring can be seen in that pupils' work is more challenging and achievement is rising. Overall, teachers in Years 1 to 6 have the relevant expertise and knowledge to meet the demands of the curriculum. They are very well supported by the skilful expertise and knowledge of the learning support teachers and support assistants, for example, through group and individual work in lessons and also through the teaching of focus groups, as seen in ICT. Pupils and younger children with more complex learning needs are supported well in lessons and very well in additional individual sessions. The work of the teaching assistants and specialist teaching staff is invaluable and they are professional in their approach. As a result, they make a valuable contribution to the pupils' learning and ensure that pupils who have special educational needs are able to work at their own pace. At the same time, teachers try hard to ensure that work is relevant and matched to pupils' individual learning needs. They ensure that assistants are carefully briefed, so that pupils are fully involved in all class activities. Staff are sensitive in their support and not over directive and pupils are not made to feel any different to their friends in lessons. The teaching of gifted and talented pupils is satisfactory. In the best lessons, they are very well challenged but the school recognises that this practice is not consistent enough. Through monitoring and evaluation procedures it is beginning to improve provision.
  
21. In the best lessons, teachers' effective planning ensured that the differing needs of all pupils were well met and support staff well integrated. Equality of opportunity is good. Pupils make rapid progress because the work being undertaken is very well explained and often returned to so that it is reinforced. For example, in an English lesson, the very good structure of using words in a specific sentence, in a question and answer session, ensured that pupils fully understood the vocabulary and structured their responses accurately. In a mathematics lesson, the initial part of the lesson challenged pupils very well in developing their mental mathematics skills for multiplication. The main part of the lesson was then structured well so that the differing capabilities of the pupils were well catered for through a range of learning activities. In a geography lesson, the overall structure enabled pupils to share their ideas and

then assimilate their understanding as they reported to the whole class. In these three lessons, it was the skilful questioning of pupils by the teachers that added to their knowledge, understanding and skills and supported their good achievement overall. In many of the good and very good lessons, time was very well used and teachers made good use of a wide range of learning resources and different activities. For example, very good use is made of the high quality display, which enhances the climate for learning and is often structured to maintain pupils' interest and to make them think as they try to answer questions posed. Expectations for both work and behaviour are high and appropriate, enhancing pupils' achievement. Homework is well used to extend pupils' knowledge and understanding and pupils report that they enjoy the tasks set.

22. The pupils respond very well to this good teaching. They contribute to discussion, show their interest through the way that they ask and answer questions, enjoy their work and complete it. They collaborate well, especially when resources are limited, as seen in ICT lessons. Since the last inspection there has not been adequate concentration in addressing the key issue to improve standards. The teaching and learning in ICT are now satisfactory and improving through a renewed emphasis in discrete teaching. However, they are unsatisfactory in cross-curricular work because insufficient opportunities have been taken to use ICT in subjects. Progress is being made, as seen in a Year 6 lesson, where the pupils used their developing skills very well as they accessed web sites to add to their knowledge about geography. When given the opportunity, pupils show that they can work independently and Year 6 pupils spoke enthusiastically about their project work in history and opportunities for investigations in science.
23. The school recognises that it can improve teaching and learning further by developing problem solving and investigations, particularly in Years 1 and 2. Good progress has been made in Years 3 to 6 in improving the approaches to thinking skills and thus pupils' achievement. This is seen in main subjects but also in the effective use of circle time, where pupils are called upon to express their feelings and to ask and answer questions. This enhances their speaking and listening skills, as well as developing their own values and beliefs whilst respecting those held by other pupils and adults. It also recognises that better use of assessment will facilitate improved planning and inform pupils more empathically as to how they can improve their work.
24. The procedures for assessment are satisfactory overall, with some significant strengths. There are very good and thorough systems of assessment in the Foundation Stage and in English and good systems in mathematics. In the Nursery and Reception classes children's learning is continually assessed on an individual basis and progress is carefully measured. The outcomes of these assessments enable teachers to match and plan carefully the next stages in children's learning. Where assessment is thorough, this has had a major impact on raising standards in English and mathematics as pupils progress through the school. It incorporates elements of good target setting. However, assessment is only satisfactory in science and is unsatisfactory in ICT. In other subjects, procedures for assessment do not measure sufficiently the progress pupils make. Pupils are not always aware of what they need to do and achieve in order to extend their progress because insufficient guidance is not reflected in teachers' comments about their work. Teachers always have the objective for each lesson displayed in the classroom but progress is not always matched to class targets or reviewed at the end of the lesson. This is a missed opportunity to involve pupils successfully in their own learning although the good foundations laid in English and mathematics have the potential to address this shortcoming if transferred to other subjects.

## The curriculum

The curriculum is satisfactory overall, but the provision for ICT is unsatisfactory. There is very good enhancement. Resources are satisfactory. Accommodation is limited but is very well used.

### Main strengths and weaknesses

- There is very good provision for children in the Foundation Stage.
- Statutory requirements are not met for ICT.
- There is very good enhancement and good provision for pupils' personal development.
- There is good provision for pupils with special educational needs.
- Accommodation has shortcomings.

### Commentary

25. The Foundation Stage curriculum is good and provides good opportunities for the children to achieve the early learning goals. In the main school, there is good provision for English, mathematics and science, with appropriate use of the national strategies. Curriculum time exceeds recommendations. Breadth and balance are satisfactory and equality of access and opportunity for all pupils is good. However, the way that the timetable is constructed leads to variation in the continuity of pupils' learning in the foundation subjects and especially for geography and history. Overall, this shortcoming limits the quality of preparation for the next stage of pupils' education in the secondary school phase. The school recognises this weakness and is planning to extend curriculum opportunity. Provision for music is good, being well supported by singing in assembly. National Curriculum requirements are met for all subjects except information and communication technology. In this subject there has been inadequate progress since the last inspection. Whilst better use has been made of resources during the last year, pupils have not had sufficient opportunity to cover the curriculum in depth. Aspects of the programme of study have not been covered.
26. The opportunities for enrichment of the curriculum and for pupils' personal development, are very good and benefit from the support from parents to ensure that their children can participate. There is an effective programme of personal, social and health education which is provided through specific sessions, circle time and in appropriate subjects such as science. The programme covers the requirements for sex education, with additional reference to drug abuse, smoking, healthy eating and relationships. Circle time is used well to discuss a wide range of topics and to develop pupils' speaking and listening skills. Along with many visits and visitors, including access to specialist support in art and poetry, there are opportunities for a range of clubs which develop well across the age range. For example, in Years 1 and 2 there is a mathematics library and in Years 3 to 6 this develops into homework, information and communication technology clubs and a young engineers link. Music is a strong feature of enhancement with instrumental lessons and participation in local festivals. There is a good range of extra-curricular sport, including coaching by support services and competitive fixtures with other schools. Year 6 pupils have the opportunity of a residential outdoor pursuits excursion. French is taught in lunchtime sessions to older pupils. To support the provision for pupils' multicultural development, a link has been established with a local urban primary school.
27. As identified in the last inspection, the provision for pupils with special educational needs is good. Pupils' needs are identified early and relevant support quickly provided. The provision for pupils with more complex needs is very good. These pupils receive individual, highly relevant support, so that the school successfully ensures that all groups of pupils have access to the curriculum and all that the school provides. When the need arises, there is good provision for pupils who have English as an additional language. Pupils who are gifted and talented are well provided for in English and mathematics through extension materials. For pupils of all capabilities there is a system of focus groups whereby aspects of the work that they are doing is concentrated on. For example, to make best use of the computer room, small focus groups



are well supported by classroom support staff. However, the school recognises that it can improve the quality of challenge for gifted and talented pupils through extended opportunities in foundation subjects.

28. The match of teachers to the curriculum is good. The arrangements for the Foundation Stage are very good. The very good management and effective teamwork mean that the children are well introduced to the appropriate curriculum. This continues into Reception and the overall arrangements ensure good continuity into Year 1 and the National Curriculum. In Years 1 to 6 there are sufficient teachers with appropriate qualifications and experience and they are very well supported by additional qualified teachers, and well-trained classroom assistants. There is very good co-operation amongst staff in working towards the school's goals, with many staff having participated in training for literacy, numeracy and information and communication technology.
29. The accommodation and resources are satisfactory overall. The compact site has been very well developed, but it has limitations. A very welcoming foyer includes a good library facility, which is well used. The curriculum benefits from a good hall which provides for indoor physical education and has stage lighting for performances. For games lessons in physical education the local recreation ground, which is some distance from the school, has to be used. Hard play areas are just adequate for the number of pupils but the area for older pupils is adjacent to car parking and this limits the opportunity for games play during breaks. It is to the pupils' credit that they play sensibly and make the best use of their space. The nursery accommodation meets legal requirements but is limited and is separate to the rest of the Foundation Stage. In this stage, the accommodation has shortcomings as the outdoor play area is restricted and provision is only satisfactory. Good plans exist to improve the provision. Classrooms for pupils in Years 3 to 6 are sometimes cramped, placing limitations on classroom organisation and teaching activities, although teachers use the accommodation well. Computer resources have been improved well since the last inspection, although the computer room, which caters for 20 stations, is small and the layout is inappropriate to gain maximum benefit from teaching. Resources in other subjects are satisfactory and they are used well by staff to enhance teaching and learning. Display is very good and provides a stimulating learning environment. Pupils are very proud when they see their work on display

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

Provision for pupils' care, guidance, health and safety is very good. Pupils have good access to helpful support, advice and guidance, although monitoring of academic progress requires improvement. They are very well involved in contributing their ideas to school development and their views are respected.

### **Main strengths and weaknesses**

- Very good induction arrangements help pupils settle into school quickly.
- Pupils are very well known to the staff; they are well cared for and their welfare is very good although shortcomings in assessment limit the monitoring of their academic progress.
- Pupils trust staff and are confident that they will listen to and take action regarding concerns and opinions.
- Overall, pupils with special educational needs are cared for well, but are not fully involved in reviewing their individual targets.

### **Commentary**

30. Induction arrangements are very good for the youngest children when they start school and for pupils joining the school in other year groups. These arrangements help to develop good and trusting relationships between pupils and staff and give pupils the confidence to seek support

- and guidance when they have a personal problem or when they want to share news of something special. Staff provide a positive response to such requests.
31. All staff know children in the Foundation Stage and pupils in Years 1 to 6 very well. Through the relationships between adults and pupils, it is very apparent and reported on by the pupils, that they enjoy a good and trusting relationship with one or more adults in the school. This is a mark of the excellence of the Christian ethos of the school and makes a significant contribution towards pupils' good achievement. Welfare is very good. Personal development is very well monitored, although procedures to record this are largely informal. This means that pupils are looked after in a happy environment, brought about by the high expectations of the staff and the very good response from the children and pupils. The consistent implementation of the behaviour policy and the way that pupils understand the process of rewards and sanctions are very good. Through the relationships between staff and pupils, there is effective access to well-informed support, guidance and advice. For instance, pupils that show particular strengths in their social development are selected to help other pupils who are experiencing friendship difficulties and staff seek pupils' views through the school council. Pupils' ideas, suggestions and views about school life are also well expressed in circle time and in lessons in general. The pupils really feel that their opinions are respected.
  32. Pupils with special educational needs receive good quality care and advice overall. In particular, the support and guidance of pupils with more complex needs are sensitive and highly relevant to their particular needs. The school works very closely with a wide range of outside agencies and acts quickly upon advice received. As a result, pupils with more complex learning needs are successfully supported and are valued members of the school community. Parents greatly appreciate this high quality support and guidance. However, not all pupils with special educational needs are involved in reviewing their own progress towards their individual targets. This limits their understanding and capability to be responsible for their own progress and development. Whilst children's academic progress is very well assessed in the Foundation Stage, the school recognises that it can improve assessment in the main school. Because of the shortcomings, staff cannot monitor all elements of pupils' work sufficiently and pupils are not well enough informed of their progress.
  33. Procedures for ensuring pupils' care, welfare and health and safety are generally very good. Child protection procedures work very effectively because staff are experienced, well trained and vigilant. First aid provision is good and trained staff are designated to provide assistance in the event of an emergency. Health and safety practices are good. Safe practice is promoted well in lessons both in school and when out in the community. Equipment is regularly checked and tested and governors and staff carry out regular risk assessments. Some minor aspects were reported to the school during the inspection and acted upon.

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

Links with parents and the local community are very good and are a significant strength of the school. There are good links with pre-school playgroups and secondary schools.

### **Main strengths and weaknesses**

- Parents are very happy with the school.
- The partnership with parents makes a very positive contribution to pupils' learning.
- General information for parents is good, although pupils' annual reports do not inform pupils and parents well enough about progress and ways to improve.
- Links with the community enrich pupils' learning and provide very good opportunities for personal and social development.

### **Commentary**

34. The pre-inspection questionnaire and meeting with parents showed a very positive view of the school and reflected an overall high level of satisfaction with all aspects of the school's

provision. Comments were made that the quality of education given to their children was of a very high standard. Inspectors support the positive views of parents.

35. The partnership with parents makes a very positive contribution to pupils' learning and achievement, both in personal and academic development. Parents respond very well to the high expectations of the school and support their children very well. They are very supportive in listening to their children read and in encouraging attendance for extra-curricular activities. The Parent Teacher Association is run by a strong and hardworking committee that successfully organises many social events and raises funds to provide additional resources and learning opportunities for pupils, for example, the electric blinds in Years 1 and 2 classrooms. The parents' hard work is greatly appreciated by staff and benefits pupils well.
36. The school warmly welcomes parents and a number of them come on a regular basis, contributing well to pupils' progress, for instance in reading and helping on school trips. A key factor in the very good links with parents is the 'open door' policy. Parents have access to the school at any time if, for example, they wish to discuss their children's progress. Staff normally manage to resolve any concerns of parents informally. However, in the event that a parent should wish to make a formal complaint, there is an effective complaints procedure. If staff have any concerns about pupils, then parents are contacted.
37. Staff and governors give a high priority to developing and maintaining positive relationships with parents. For example, governors and staff have good arrangements to survey parents and gain their views as part of the school improvement planning process. The quality of information provided for parents is good and helps them to support their children's learning at home. Newsletters and general information are good. Pupils' annual reports demonstrate teachers' good knowledge of pupils but they do not effectively inform parents what their children need to do to progress to the next stage of learning. The school has recognised this shortcoming and has developed a new approach which it is trialling this term. The development has the potential to remedy this weakness. The statutory requirements are not met in the prospectus and annual governors' report because they do not inform parents of their right to remove their children from religious education and collective worship.
38. The school is at the heart of the community and pupils benefit academically and socially from the well established very close links. A wide range of visits and visitors provide very good enrichment of the curriculum and support pupils' personal and social development well, broadening their experiences and giving them opportunities to learn about the local and wider community. For example, the school participates in the carnival and pupils visit senior citizens in the village and are familiar with local features, such as the church.
39. Links with other schools are very good and the school plays an active part in the local group of schools. Sporting links are very strong and prior to the inspection, the school hockey team played against other local school teams. Links with the local pre-school play group, and the secondary school to which most pupils transfer, are good. Arrangements support the transfer of pupils well by providing opportunities for them to visit and gain an understanding of the next stage of their education.

## **LEADERSHIP AND MANAGEMENT**

The leadership, management and governance are **very good** overall. The headteacher provides **very good** leadership and is **very well** supported by the governors, the deputy headteacher, members of the senior management team and staff in general.

### **Main strengths and weaknesses**

- The very effective leadership and management of the headteacher.
- A very good focus on improving provision.
- Improving strategies for monitoring and evaluating the work of the school.
- The significant contribution and support from governors.

- The good support from the ancillary staff.

## Commentary

40. The school's aims are set in a very clear Christian context and are being very well met. The headteacher has been in post for one year and she has a very clear educational vision, which is well shared by staff and governors. Her leadership is very good and there are outstanding qualities visible in her expectations and drive for excellence. She is very effectively supported by members of the leadership group, which consists of a very recently appointed deputy headteacher and those who are well established, yet have assumed new responsibilities. There is a very good range of experience. Together they are working most effectively with the staff to review management structures and developments have led to significant improvement in monitoring and evaluation, which are raising pupils' achievement further. The headteacher recognises that there is room for improvement in the curriculum and is developing it effectively within an appropriate time scale. This can be seen through the extended role of staff with responsibility for subjects, who manage effectively, with some very good practice. Overall, all adults in the school are being positively influenced by the drive of the senior staff and this is having a very positive influence to improve provision. This change has the potential to address the weakness in ICT and to extend the work in foundation subjects for the main school. It also has the potential to improve further the opportunities for gifted and talented pupils. The special educational needs provision is well led and managed by a part-time co-coordinator. She has been influential in maintaining the good quality of the provision and developing the provision for pupils with more complex needs, despite having limited time in the school. Nevertheless, there is very good promotion of equality of access for pupils of all capabilities and inclusion, both in terms of pupils' personal and academic development.
41. The governors are very supportive, understand the school's strengths and weaknesses very well and work hard to enhance the overall provision for the pupils by ensuring best value. The chair of governors has a very good professional relationship with the headteacher and acts very effectively as a critical friend. Governors take their duties seriously and operate very well through their established committee structure, which enables them to be well informed and to challenge and support the staff. They share the vision very well and have been influential and remain so, in shaping the school's direction and aspirations. However, they fail to fulfil their statutory responsibility for the provision of information and communication technology and information in the school prospectus. Financial affairs and general school administration are very effectively managed and the funds held on contingency are appropriate. This money will be used, to meet the significant costs of the planned developments to extend the outdoor facilities for the Foundation Stage, which are about to begin. The principles of best value are very well applied. Overall, taking into account pupils' achievement and attainment, the quality of teaching and education, the value for money given is good.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	679,497	Balance from previous year	31,464
Total expenditure	655,873	Balance carried forward to the next	55,088
Expenditure per pupil	2,429		

42. The educational vision is being well developed through the effectiveness of development planning. The overall plan is strategic and well linked to the finances available. Planning is ensuring that greater impetus is given to school improvement. Since the last inspection this has been satisfactory. Good progress has recently been made in developing the roles of the subject coordinators. There has been good progress in developing assessment procedures in

English and mathematics, but significant work is still required in other subjects. The major shortcoming has been progress in the provision for information and communication technology. Through improving management strategies, self-evaluation is developing well. National data and assessment outcomes in English and mathematics are well analysed so that comparisons can be made with pupils' performance and this is then applied to planning and performance management. Staff are well deployed and time is given for management tasks to be completed. There is very good induction of staff, both teachers and support staff and performance management is very well structured. All staff have received very good professional development interviews and their targets are aligned to identified areas of whole-school development. Links for initial teacher training are satisfactory and an aspect which the school recognises could be improved. Administrative support staff, caretaking staff, catering staff and mid-day supervisors make a very valuable contribution to the everyday life of the school. All ancillary staff are proud to be part of an effective and valued team which supports pupils' progress in their time at the school.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

43. The leadership and management are very good. The vision for improving the overall provision is very good and is reflected in the current planning to extend the outdoor facilities. Monitoring and evaluation of teaching and learning are very effective for both Nursery and Reception. Guidance for the two well-qualified nursery nurses, who teach the nursery children, is very carefully managed by the co-ordinator. It ensures planning and preparation based on a theme to have clear and precise aims to extend children's learning. All activities, including those children initiate, are assessed and the information used to plan the next stages of learning. The children who have special educational needs are carefully monitored by all staff, ensuring they make very good progress. They are fully included in all activities and are equally challenged so that they can contribute well to discussions and role-play situations. The range of resources is good. The outdoor areas are limited by the physical constraints of the site, but they are used very well to enable children to develop physical skills using a good range of outdoor toys and activities.
44. Standards on entry are average overall. Skills in literacy are above average. Through the very good quality of teaching and learning, children make significant progress and achieve well. By the time that they enter Year 1, most children will have reached the early learning goals expected for their age and a significant number of children exceed them. The goals are well exceeded in personal, social and emotional development and in literacy and language skills. In mathematical, development, creative development and in their knowledge and understanding of the world, they exceed the expected goals. In physical development, they reach the expected level for the goal. Teaching observed during the inspection in the Nursery and Reception classes was never less than good and was often very good. The children are lively and enthusiastic about their learning and tasks. They respond very well to the teachers' calm, quiet but lively and enthusiastic approach. The curriculum is well planned. It provides the children with interesting ideas and space to reflect, play and to respond positively to the range of very well planned class sessions and small group activities. The children are continually challenged to think and reason. Children in the Nursery have good opportunities to play with and alongside each other. The constant support of very effective and caring adults guides children's play carefully, encouraging them to think and care about themselves and each other. The very good social routines are used productively to develop a variety of skills which contribute to their learning in all areas of the curriculum. Overall, improvement since the last inspection has been good.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- The children are confident and develop a good range of independent skills.
- Relationships between staff and children are very good.
- The children's progress is measured carefully.

#### **Commentary**

45. The children achieve well in the Nursery and Reception classes. Staff introduce children to the Nursery carefully. There is a good series of visits and the well prepared information booklet provides a secure base so that children can enter confidently and with knowledge of the routines and facilities. Children are happy to come to school. Their behaviour is very good and

their positive attitudes ensure that the classroom is a pleasant place to learn. This develops their confidence so that they develop a good range of independent skills.

46. The children enjoy the range of well planned activities which include guidance on sharing toys and equipment. Relationships between staff and children are very good. Adults join in, demonstrating how to play alongside one another and share the children's snack time in order to extend social skills. All staff interact very well with the children. They listen carefully to their responses and requests so that children are constantly engaged with each other in play, conversation or listening to their ideas and joining in the planned activity. Well planned opportunities make sure that children engage happily with each other and are carefully guided to consider each other's needs. The nursery children join with Reception class in outdoor play activities so that entry to full-time school is well planned and staff are known to both children and parents. Attainment and achievement are well measured so that planning is effective. All children, including those with special needs, are likely to exceed the early learning goals in this area of learning by the end of their time in Reception class.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Very good links with all areas of learning are promoted through communication, language and literacy.
- Children listen carefully and respond very well to stories and questions.
- The very good teaching.

### **Commentary**

47. The themes used permeate all areas of learning so that learning is linked to well known tales and is appropriate to the children's needs. This adds to the overall development and progress that children make in their language skills. The children are very attentive when listening to the well told story of the Three Little Pigs. They are eager to share their thoughts and ideas, offering interesting and well reasoned ideas. This is because lessons are very well planned. They are based on the theme of traditional tales. Children are given many opportunities to take part in various role play activities which have a clear focus so that children extend their vocabulary through using puppets to retell popular tales. They are eager to explain their reasons for constructing the sequence of the story and articulate good reasons about which house was stronger. They demonstrate a good understanding and recognition of initial sounds and are using their knowledge well when they write a letter to the Three Bears. The children use books well, demonstrating an interest in the pictures and identifying key words. They recognise the author and characters and describe them in some detail. They read frequently to an adult and are developing their key vocabulary recognition well. The suitably focused activities stimulate the children to explore different ways of writing and they use different types of writing tools very well to make patterns and letters.
48. Teaching is very good and the sensitive structure towards creating learning opportunities enables children to experience a wide range of materials to develop their mark making techniques. They are already beginning to write their own name and retell the story of Goldilocks in their own words. In the Nursery, teachers and other adults ensure that all children are encouraged to explore an interesting range of well-structured activities. The familiar stories are used well so that children can become familiar with the patterns and develop their speaking skills. Standards are well above average at the end of the Foundation Stage.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The teaching is very good and children make good progress.
- The children can count well and are confident in using numbers.

### **Commentary**

49. The children make good progress because of the well-planned range of activities which promote a good understanding. The very good range of activities consolidates and extends their learning. The mathematical development across nursery and reception children is carefully planned so that children can make good progress. Teachers use a good range of mathematical language to discuss reasons and experiences, for example, encouraging children to use the word pence when discussing the value of a five pence coin. Children's progress is carefully recorded and planning the next steps is carefully considered.
50. Children are enthusiastic about their learning and are eager to count and match the value of the coins to the amount of sweets they could buy. The children respond well to the appropriately challenging questions. They are very happy to work out and share their response to how many pennies is a 2p coin worth? They are confident and competent counters of numbers to ten in the Nursery and count on well in the Reception class. In the Nursery they match the plates and cups carefully to the children in the house. The children are recognising and describing two- and three-dimensional shapes and matching them to other similar shapes. All children, including those with special educational needs, are making similar progress. They are well supported by other adults in the area and their needs are carefully considered in every lesson. The children are developing well the key skills of ordering and counting. Most children are on course to attain above average standards set out in the early learning goals for this area of learning.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Teaching is good.
- The children are given an interesting range of activities and experiences.
- The themed approach to all areas of learning promotes this area very well.

### **Commentary**

51. Teaching is good and offers many opportunities for the children to explore different aspects of their own lives. Children are eager to share their interest and experiences with each other when they listen to a traditional tale. When discussing materials used to build the Three Pigs' house, they explained which made the strongest structure well. They add the comment that bricks, when joined by cement, "stick together when it dries". The well integrated range of activities enables children to recognise and develop specific skills. They use large and small construction toys well, following picture instructions to achieve their aim. They work and co-operate well together, sharing tools and ideas to achieve the fire engine vehicle. The range of activities are linked through the traditional tales theme and they make good connections using their skills from one area of learning to support and develop their skills. They use the computer as an ongoing activity, developing good mouse control and using phonic and drawing



programs with some confidence. Tasks are challenging and the more capable children are challenged well to extend their ideas and produce good results when they record their ideas.

52. The children in the Nursery are involved and eager to explore a variety of different experiences which enables them to discuss with adults and ask questions. Staff are very good at encouraging children to think and use their knowledge before providing an answer. They suggest ideas which stimulate the children to touch, look and feel in order to extend their learning. The tadpoles provide an interesting focus so children are aware of the development from the spawn towards a frog and they describe, with great enthusiasm and interest, how tadpoles grow. The focus on and promotion of child-initiated activities is very good. Adults intervene effectively, asking strategic questions but enabling the children to explore and build structures and they describe their purpose and function in detail. Children are on course to attain above the expected standards in this area of learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The constraints of the outdoor area prohibit a full range of suitable activities.
- Teaching is good and Nursery and Reception classes work well together.

### **Commentary**

53. The outdoor area is very limited and is situated on a fairly steep slope which limits a full range of activities. The playground has been enhanced by painting a variety of games, including alphabetical and number features, on the surface. There is only a small climbing frame which is not accessible to all children during sessions. There is no continuous access to the outdoor area and therefore it cannot be used as a natural extension to the learning activities in the classroom throughout the day. However, plans have been drawn up to develop the outdoor area of the school and this has the potential to address these shortcomings.
54. Despite these limitations, the sessions for outdoor activities are well and imaginatively planned to embrace all children in Nursery and Reception. This co-operation enables Nursery children to prepare for Reception and become familiar with playground routines. Teaching is good, making effective use of the good range of equipment, much of it provided by the parents association, so that children can develop particular skills and vocabulary. Adults are very aware and encourage the children to create innovative games using letters and numbers to extend their language and literacy skills. The children also use role play and the large toys to create their own games often extending the language skills they have learnt in the classroom. All children are on course to attain the early learning goals in this area. Overall, the children's achievement is satisfactory, although restricted by the limitations of the accommodation.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good across the range of interesting activities.
- The children's work is of a good quality.

## Commentary

55. Children enter the Foundation Stage with average skills in this area of learning. Teaching and learning are good overall and children achieve well. The adults have a good understanding of how children learn to develop their creative skills. The range and variety of activities are good and they are well planned to meet children's differing needs. There is a good range of strategies employed in both the Nursery and Reception classes to develop children's skills. Time is taken to explore the beauty of the natural environment and good teaching extends children's thoughts and ideas as they discuss, for example, plants and examine flowers through the magnifying glass.
56. Children's work is of a good quality. They develop their control of small manipulative skills well because they are given effective support in their activities. Children use pencils and brushes with increasing control and use scissors well to cut different textures and stick and paste them to create, for example, the Three Little Pigs' houses. Role-play areas provide good opportunities for imaginative play and have a good impact on literacy and mathematical skills. Children enjoy an increasing range of songs and rhymes, as well as playing a good range of percussion instruments well. Almost all of the children are likely to exceed the early learning goals in this area of learning.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Results in National Curriculum tests are well above average.
- Pupils achieve very well and standards are well above average in writing and high in reading.
- The quality of teaching is very good.
- Pupils show great interest in and enthusiasm for the subject.
- Not enough use is made of ICT to support learning and in assisting independent writing.
- Leadership and management are very good.

## Commentary

57. Results in the 2003 National Curriculum tests at the end of Year 2 in reading and writing were well above average and the same as in mathematics. In comparison with similar schools, results were well above average in reading and above average in writing. The proportion of pupils reaching the higher levels was well above average in reading and above average in writing. Results in tests at the end of Year 6 were very high, being the same as in science and better than in mathematics. The percentage of pupils gaining the higher levels was very high in relation to the national average. In comparison with similar schools, results were well above average, as they were in relation to pupils' prior attainment at the end of Year 2. Girls performed better than boys.
58. Standards are well above average by the end of Year 2 and Year 6, with particularly high standards in reading. This reflects previous test results. Achievement is very good and is well shown through the work of not only the gifted and talented but also where average and lower attainers make clear gains in their knowledge, understanding and skills. This shows good improvement since the last inspection and has been achieved through strong leadership and a determination to improve the teaching of English across the whole school. The effective use of the National Literacy Strategy and improvements in the use of assessment data have been very beneficial. They have led to the dissemination of very good teaching methods and this

- has led to the very good progress of all pupils, including those with special educational needs and the very small minority having English as an additional language.
59. Pupils' writing in Year 6 is of a very good standard and displays very good style and imagination; as when higher attaining pupils write a biography of Florence Nightingale. Good use is made of speech marks when pupils write their own imagined dialogue, together with a wide variety of imaginative vocabulary. Less capable pupils in Year 5 use "The Iron Man" as a stimulus to draft and revise complex sentences; this is combined very well with speech marks, correct use of capitals and a fluent and legible writing style.
  60. In Year 1, pupils show very good standards of writing in producing written conclusions to a traffic survey as part of their mathematics investigations. All staff are aware of their own targets to improve cross curricular writing and this has been a successful whole school initiative in response to identified weakness, with Year 3 pupils being targeted in particular and with success.
  61. Particularly effective are the school's systems for the development of core reading skills, which has been a successful ongoing focus for development since the last inspection. Recently bought reading material in both fiction and non-fiction, has resulted in pupils having a greater choice of reading matter. Pupils and parents are regularly consulted about short term targets. These are reviewed twice yearly, with progress celebrated, problems addressed and new challenges set. Parents make a valuable contribution in hearing their children read. The concentration upon encouraging boys to read more has resulted in not only significant progress in this target but a linked improvement in boys' writing. Girls still perform better than boys but the gap is closing and boys perform better than standards found nationally. A Year 5 pupil, in writing a poem about "The Highwayman", created the very sinister atmosphere of the gallows and the graveyards of the eighteenth century. Pupils listen and speak well. Through focused questioning and the encouragement of teachers and support staff, all pupils answer confidently and with a good variety of vocabulary being used.
  62. The quality of teaching is very good overall. The best lessons are the result of very good planning and high expectation for all pupils, based on sound assessments. Teachers' very good subject knowledge and questioning skills help pupils of all capabilities to progress very well. Teaching assistants make a significant contribution to ensure the inclusion of lower attainers and pupils with special educational needs. This ensures that pupils across all year groups achieve very well. Carefully selected homework tasks add to pupils' enjoyment of English and are very well used to support work carried out in school. The quality of lessons is enhanced by pupils' excellent behaviour and attitudes, which help to make them enjoyable and challenging. ICT has yet to be developed as a means to support learning, particularly in helping the most capable pupils to expand their independent writing. Teachers, assistants, parents and governors hear reading in school on a regular basis, providing good role models for pupils, at the same time as improving the pupils' reading skills. The school library is a well organised resource which pupils use regularly to access both fiction and non-fiction.
  63. Leadership and management are very good. The literacy co-ordinator has established a very clear structure and is now working very effectively with the newly appointed deputy headteacher to raise achievement still further. The two co-ordinators have developed a good rapport in a short time which, if continued in the same challenging manner, should continue to raise standards. Both teachers realise the importance of using assessment data to show pupils where their current levels are and what they need to do to improve them. They have developed a very effective approach which benefits teachers and pupils. The sharing of their expertise and passion for the subject ensures that staff have the confidence to innovate and challenge pupils to improve. Monitoring and evaluation of teaching and learning are effectively carried out and there has been good improvement since the last inspection

## **Literacy across the curriculum**

64. Subjects across the curriculum benefit from the pupils' above average language and literacy skills. Speaking and listening skills are very well developed in all subjects. Very good use is made of discussion and of question and answer sessions, whereby pupils are called on to express their understanding and knowledge. A strong feature of lessons is the use of "talking partners" to discuss and review what pupils feel they have learned within lessons. For example, in a physical education lesson pupils evaluated each other's gymnastic performance and made suggestions on how improvements could be made. Where the opportunity arises, older pupils produce high quality writing for a range of purposes.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Results in National Curriculum tests are well above average.
- Standards are well above average by the end of Years 2 and 6 and achievement is good.
- Teaching and learning are good overall, but there are not enough problem solving approaches.
- Pupils with special educational needs are well supported and achieve well.
- Assessment of pupils' work is good.
- Leadership and management are good.

### **Commentary**

65. Results in the Year 2 and Year 6 National Curriculum tests in 2003 were well above average. In comparison with similar schools and for the percentage of pupils gaining the higher levels, results for Year 2 were above average. In Year 6, results were above average in relation to pupils' prior attainment at the end of Year 2. Girls performed better than boys in these tests, although boys' attainment was well above that found nationally. However, from work seen during the inspection, there is little difference between the overall performance of boys and girls in their general work.
66. Standards by the end of Year 2 and Year 6 are above average overall. Inspection evidence shows that the Year 6 cohort of pupils is not as strong as in previous years. Pupils make good progress as they entered Year 1 with average standards of attainment. The focus on computational skills and developing the measuring of time, area and money aspects is well covered. The pupils have a good understanding of two- and three- dimensional shapes. Their achievement is very good. The work of older pupils shows that they continue to achieve well overall, with examples of very good achievement. For example, pupils in Year 4 are competent in working with three digit numbers. Pupils in Year 5 can work effectively in decimal calculations and this shows their good understanding of basic numeracy. Pupils' work in Year 6 shows that the majority are working at the higher levels as assessed under the National Curriculum. Although there is inadequate use of ICT to support their work, Year 6 pupils can handle data competently and can reach conclusions from interrogating their findings. They have a clear understanding of their work on angles and coordinates
67. Pupils with special educational needs are very well supported. The support staff give quiet but very effective reinforcement and encouragement to pupils, which holds their interest and fires their enthusiasm. These pupils achieve well and make good progress. The use of teaching assistants is very effective and whilst most of this support is targeted at the pupils with special educational needs, it has a good effect on other pupils as well. Pupils' learning is good and they build knowledge, skills and understanding well. Pupils work hard and collaborate well. They have opportunities to self-assess their own learning at the end of sessions.
68. Teaching and learning are consistently good. The school has developed and refined its systems to track and measure individual pupils' progress since the last inspection and the

outcomes are good. They provide a positive measure of pupils' progress and the information is used well, leading to careful planning and good teaching to meet individual pupils' needs. Lessons are well planned and they are lively and interesting. Teachers have generally high expectations of their pupils and set challenging work, which leads to good achievement overall. Teaching seen in Year 4 was very good and in Year 5 was excellent. Lessons usually begin with a brisk mental and oral session. The focus on consolidating the number facts of the eight times table through the very good use of a 'table rap' resulted in the enthusiasm and enjoyment to use these facts in other parts of the well-planned lesson. Where teaching was excellent, pupils worked extremely hard. They were constantly focused on solving a range of problems with their partners, arriving at the same answer by using a variety of different routes. Their use of mathematical language was very good using partition, exchange, doubling and halving as everyday language in the lesson. Pupils were able to articulate very clearly how they arrived at their answer. The pace of the lessons is good overall and pupils make good progress. However the scrutiny of pupils' past work reveals the absence of using problem solving strategies and everyday mathematics to extend pupils' reasoning and thinking skills. These skills are not challenged in applying the learning to the everyday use of mathematics. Teachers' marking does not always focus sufficiently on the targets for improvement and set out further guidance, especially for the more capable pupils. Homework is well used to support pupils' learning.

69. The recently appointed co-ordinator is providing good leadership and management. She has already devised an action plan to develop the curriculum. She has a strong commitment to raise standards even further through focusing on clear strategies to improve the problem solving aspects of the mathematics curriculum. Resources are satisfactory, but there is not enough use of ICT to consolidate and extend pupils' mathematical skills and knowledge. Overall, improvement since the last inspection has been satisfactory and the potential now exists to raise the overall provision through the effective vision of the senior staff and co-ordinator.

### **Mathematics across the curriculum**

70. The basic skills of numeracy are taught well in mathematics throughout the school and enable pupils to have adequate skills to meet the demands made in other subjects. However, because there has been limited use of problem-solving techniques and strategies in other areas of the curriculum, the support to use these skills has been lacking. Improvement is taking place. Good practice was seen with younger pupils in their work on money and time, and in a lesson on their journey to school. Mathematical skills were also used in their science lesson as they observed aspects of plant growth. In a Year 3 lesson clear links were made with a geography topic, using co-ordinates to plot routes within Duffield. Pupils consolidated learning well through using familiar and relevant experience to confirm directions. Improved use is being made of numeracy in science, where pupils are recording their observations during investigations and fair tests.

### **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Results in National Curriculum tests and standards are well above average by Year 6.
- Pupils' independent investigational skills are well developed.
- Teaching is good, being strongest for the older pupils.
- There is good emphasis on the development of scientific language and concepts, but the use of ICT is less well developed.
- The marking of pupils' work is inconsistent, so that pupils are not always sure about how they can improve.
- Leadership and management are good.

## Commentary

71. At the end of Year 2, standards are above average and have improved from the average standards attained in the 2003 National Curriculum teacher assessments. This reflects the way that the school has motivated girls by presenting them with activities that capture their imagination. At the end of Year 6, pupils' attainment is well above the national average. This reflects the results in the 2003 National Curriculum tests, which were high in comparison with all schools and in the top five per cent nationally. Results were well above average in comparison with similar schools and for pupils' prior attainment. Girls did better than boys in these tests.
72. By the end of Year 2, all groups of pupils have a good knowledge and understanding of most aspects of science, including electricity, forces, materials and living things. Pupils enjoy science and most can carry out simple investigations as directed by the teacher and record their findings. Pupils of all capabilities and backgrounds make satisfactory progress in Years 1 and 2 and their achievements are satisfactory. This represents good progress and achievement for all groups of pupils in relation to their capabilities. Overall standards have been maintained since the last inspection. By the end of Year 6, pupils have a very good and secure understanding of all elements of science and standards are well above average. Both boys and girls are attaining similar standards and achieving well. Most pupils are confident in their knowledge of key subject facts and are able to use these to plan their own fair tests. They conduct their experiments with care in order to test their predictions and extend their understanding of scientific processes. As a result, by the end of Year 6, pupils are beginning to think like 'young scientists'. Pupils work very well together and support each other very well and this is a key factor in their good progress. However, their use of information and communication technology as a tool to help learning is only satisfactory.
73. The quality of teaching and learning is good overall. In Years 1 and 2 it is satisfactory with good features. Increasingly teachers in these year groups are making links with other subjects, such as art and design and literacy, to make learning more relevant and interesting. Pupils are also provided with opportunities to explore science in a range of practical experiences. These are good features and are another reason why standards have improved. However, it is a weakness in teachers' planning that opportunities to investigate are too teacher directed and are the same for all pupils. This is a missed opportunity to provide a further level of challenge, especially for more capable pupils and is a reason why pupils' achievement is satisfactory and not as high as in Years 3 to 6. However, teachers have recently begun to address this factor. The quality of teaching and learning in Years 3 to 6 is good, with some very good teaching. In all year groups, teachers use their good subject knowledge to plan a wide range of practical experiences, with the emphasis on encouraging pupils to use specific scientific terminology when they talk and listen to each other as they discuss their own experiments and hypotheses. This activity supports all groups of pupils in increasing their knowledge and understanding of facts and scientific processes well. Pupils are becoming increasingly confident in using key scientific terms, both when engaged in discussions, and when recording their work. This is a key factor in the high standards attained at the end of Year 6. In lessons, teachers monitor learning well and are quick to clarify any misconceptions. They use a wide range of questions to challenge and extend pupils' thinking and adjust these questions well according to pupils' capability. Discussions help pupils to clarify their ideas and encourage them to be self-critical and aware of how they need to improve. Whilst this is a good feature and ensures that progress in lessons is good, a weakness in all year groups is teachers' marking which does not consistently make it clear what pupils need to do to improve.
74. The subject is now well led and managed by a coordinator who has recently had her role expanded to include Years 3 to 6. The senior staff had previously identified shortcomings and initiated a programme which has raised standards by the end of year 2. The coordinator has

undertaken a detailed analysis of test results and has a good understanding of the strengths and weaknesses of the subject. The action plan is a relevant document that has already ensured that good progress has been made in a short time, compensating for the overall satisfactory progress since the last inspection

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **unsatisfactory but improving**.

### **Main strengths and weaknesses**

- The co-ordinator has a very good understanding of the strengths and weaknesses and is developing provision well.
- Limited resources have a negative effect on learning opportunities and the use of ICT across the curriculum is unsatisfactory.
- National Curriculum requirements are not met for older pupils.
- Standards are below average by Year 6.
- Teaching and learning are satisfactory and improving.

### **Commentary**

75. The co-ordinator has been in post for a short period and has begun to address the shortcomings highlighted at the last inspection. Although resources were improved, the overall provision has not led to sufficient progress in improving standards. Through an effective audit the strengths and weaknesses of the provision are now fully understood and there is an effective action plan to initiate improvement. Monitoring and evaluation of teaching and learning are supporting teachers' planning and expertise. The vision is clear and staff are now using the resources available in the computer room to better advantage. However, basic resources and the layout of the small room hinder teachers' capability to raise achievement and standards quickly. When teaching a whole class, of say 35 pupils, movement to support pupils is difficult. It is impossible to see all of the computer screens to assess pupils' progress, how well pupils are on task or completing their work. There is no projector and this impairs the teaching of specific points to a whole class. The governors, senior staff and coordinator have taken advice on how they can improve resources and are currently planning for improved provision. Because there has not been sufficient emphasis on ICT and resources are not available, National Curriculum requirements are not met for older pupils. They do not have adequate experience of control technology and measuring changes through sensing.
76. Standards by the end of Year 2 are average. Pupils have basic computer capability and understand how to use icons. They can use drawing and paint programs well and have appropriate understanding of simple control technology. Progress is being made in the recording of simple data. Although pupils in Year 2 could search for information from an encyclopaedia program by typing in basic words, the lack of continuity in using computers has hindered progress. Standards by the end of Year 6 are below average, reflecting the fact that not all aspects of the programme of study are covered. By Year 6, pupils are quite competent in basic computer skills – logging on, use of icons, saving and printing. They can use word processing well although keyboard skills are below average. Most pupils understand the purposes of e-mail and can access the Internet. More recently pupils have developed their capability in the design of spreadsheets. Attention is now being given to the use of formulae and to convert data into manageable forms for interrogation, such as different graphs. Through this increased use of ICT, pupils' achievement is now satisfactory and showing good improvement.
77. The quality of teaching and learning is satisfactory and improving. Lessons are well planned to use the resources to best advantage and although difficulties have been highlighted in the paragraphs above, pupils' achievement is improving although still only satisfactory. The best lessons are accomplished when whole classes have the support of their class teacher and

two learning support staff. Good sessions also occur when focus groups are selected whilst the remainder of the class concentrates on other work. This approach ensures that the differing capabilities of pupils are well met. A very good Year 4 lesson was well staffed and work was set which met the differing needs of the pupils as they improved their understanding of control technology through the use of a screen turtle. The objectives were clear and pupils enjoyed working in pairs as they applied their skills in designing different letter shapes through commands. The expectations set were driving up standards and achievement. In Year 6, a half class displayed how they could work very well independently, using the Internet and CD-ROMs. However, they were unsure of the term and how to use a hyperlink to access alternative web sites. A good strategy being trialled in one year group is the use of a work-book which gives structure to the work being undertaken and a record of competency achieved. The assessment of pupils' work is unsatisfactory.

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

78. Because of the relatively recent developments there has been insufficient use of ICT as an aid to learning and presentation across the curriculum; this is unsatisfactory. Work scrutiny shows that there has been very little use of ICT in other subjects although improvement is taking place. For example, pupils have used the Internet and CD-ROMS to research information for their projects in geography and history. In science, information sources are being accessed, data is being stored to record investigations and plant structures are being labelled. However, much of this work has only recently been developed and has depended on pupils being taught the basic skills. As outlined above, the provision is improving and many pupils have skills that they have developed at home and use in homework. In discussion with pupils they show enthusiasm for using ICT and they have the basic interest to support their teachers in driving up standards and achievement.

### **HUMANITIES**

79. **Religious education** is subject to separate inspection under Section 23 of the School Inspection Act 1996. **History** was sampled and, as no lessons could be observed, it is not possible to make judgements on teaching or overall provision. However, an indication of standards was formed by talking to pupils and by examining their work and displays. From this evidence, pupils' standards are broadly in line with those expected nationally at the end of Year 2 and Year 6. Teachers plan practical activities and visits to make learning interesting and relevant. However, the curriculum lacks balance particularly in Years 3 to 6. For example, Year 3 pupils study three invaders in quick succession. Higher up the school, history topics are taught in half-year blocks and in some classes there is a long gap before the subject is revisited. This diminishes pupils' overall level of achievement. Leadership and management are satisfactory and developing. Through monitoring, the coordinator has recognised the need to develop assessment procedures to provide a clear knowledge of pupils' subject skills and has sensibly begun to work on this development. Curriculum planning is also under review at a whole school level.

### **Geography**

Provision in geography is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are average and achievement is satisfactory.
- Teaching is good and links material well with other subjects.
- Display is very good and supports learning.
- Leadership and management are good but procedures for assessment are unsatisfactory.

### **Commentary**



80. Standards by the end of Years 2 and 6 are average and pupils' achievement is satisfactory. Discussion with pupils in Year 6 confirmed the judgements made from their work. Although, for example, they are aware of facts relating to rivers and earthquakes, they do not have the accuracy and vocabulary to explain their knowledge with competence. The quality and quantity of written work is very limited and does not support learning.
81. The overall quality of teaching is good. The scrutiny of work and display shows that it has improved during the course of the academic year. Lessons are well planned and good use is made of resources. The links with other subjects are effective and reinforce pupils' overall learning. For example, younger pupils undertake an imaginary journey to school and in this work, which is linked to their personal, social and health education, they develop an awareness of safety, road symbols and exercise. Very effective work is done to reinforce literacy links, through the work undertaken in Year 2 about life on the Isle of Struay, and by older pupils as they study the characteristics of rainforests. These pupils had to conclude their research with presentations, which enhanced their vocabulary and speaking and listening skills. Each group had to answer questions from the class. Teachers are improving the use of ICT as a learning and presentational resource and Year 6 pupils made very good use of their time as they researched information for their work on St Lucia. In all of these lessons, work was well designed to meet the differing needs of the pupils.
82. Display is very good and enhances the learning environment. Displays often contain questions which make the pupils think about their work. For example, the display on a visit to a local landfill site, by older pupils, totally supported their learning and showed their achievement as they developed their knowledge and understanding of how such sites operate. It also showed how the work had made a very distinct contribution to pupils' understanding of ethical issues. Other display, which contained elements of pupils' work, evidenced the understanding of younger pupils of their locality and also of the features to be found on a coastline and in rivers. Nevertheless, the links made with other subjects enhance learning as they place topics in a relevant context, for example, links with science and pupils' personal development, on the effects of landfill sites and natural disasters.
83. The subject co-ordinator is giving good leadership and management. It is recognised that teaching can improve further and this is being done through monitoring and evaluation. Procedures for assessment are not rigorous enough and do not provide adequate outcomes so that pupils are aware of their progress so that they can raise their attainment and achievement. Improvement since the last inspection has been satisfactory and through the effective co-ordination, the potential exists to address the shortcomings and to improve overall provision.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and music were sampled. Too few lessons were seen to make judgments about the overall quality of provision in these subjects.

84. The breadth and balance within **art and design** experiences are satisfactory and some aspects of pupils' design work are good. However, the time available to enable pupils to develop their skills progressively in these subjects requires review. Indications are that standards are average overall. The quality of pupils' work on display around the school is good.
85. In **art**, the quantity and quality of work in pupils' sketchbooks is limited, but shows sound attempts at practising with line, form and tone in observational drawings. However, there is a lack of skill progression from year to year. Paintings in the style of various artists are above average in most years. There is good attention to detail in Year 1 to painting in the style of Monet. Pupils demonstrate good painting skills, with clear and precise use of colours to create

the effect. Pupils in Year 3 are encouraged to use their observational skills carefully in drawing a group of fruits and vegetables. The work of Andy Warhol inspired pupils in Year 5 to replicate the advertisements of the 1950's and 60's. They have used colour and line drawing to good effect to present their results. Discussion with pupils show that they have listened carefully and applied their previous skills well to drawing, using line, tone and colour to good effect. Their results are of good quality and demonstrate the use of different media to present their work

86. In **design and technology**, design briefs for a storyboard enabled pupils in Year 4 to collaborate within groups to design a book for the youngest children in the school. Pupils in Year 2 have followed a design and made a moving vehicle well. Pupils in Year 3 have become fashion designers and linked their art designs to dye and then printed designs onto their tee-shirts. Pupils in these year groups understand the design and make processes and evaluate their work on a general basis, showing their potential to reflect and improve. Work in other year groups is limited and pupils have not yet acquired the skills and experience to use and develop their work.
87. Leadership and management by the recently appointed coordinator in art and design, and by the established coordinator in design and technology, are good. In art, the coordinator is developing a new curriculum based on national guidance and is focusing on all pupils developing their observational skills in order to present high quality work. A thriving art club has developed this aspect of the curriculum very well. There are good links with other areas of the curriculum particularly history and English. In design and technology, systems have been established to monitor the quality of provision. A system for assessing pupils' progress in both subjects has been identified but is not yet in place.

## Music

88. It is not possible to make a judgement on the overall quality of the provision as only singing standards could be judged. This judgment was arrived at from a minority of lessons observed and from assembly. By the end of Year 6, pupils achieve a high level of competence when singing and their grasp of the technical language used is impressive. The expertise of the two subject leaders is used effectively to enable pupils to achieve very well in this aspect. As a result, pupils sing harmoniously and joyously and use tempo, texture and dynamics to aid their performance. Pupils state that they really enjoy all musical activities and this is evident in the effort they make to strive for improvement. Regular performances, visits from musicians and opportunities to participate in concerts, enrich the curriculum well and make a significant contribution to pupils' spiritual, social and cultural development. Non-specialist teachers, who are not confident to teach all aspects of music, are being supported well by a new scheme of work which has been very recently introduced.

## Physical education

The overall provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Standards are average overall.
- Teachers' good organisation of lessons ensures all pupils are included.
- Good links with extra-curricular activities.

### Commentary

89. Standards across the school are average for the pupils' ages. Pupils receive a stimulating variety of experiences in the subject throughout their time in school. In Year 2, both boys and girls demonstrate satisfactory achievement in the development of their skills in ball control.

Older pupils understand the importance of effective warm-up sessions prior to extended activities and the effect of physical exertion on bodily functions. In Years 3 and 4, pupils demonstrated sound understanding, yet average skills, in handling, kicking and throwing in games of football, rounders and rugby. Pupils in Year 5 display good gymnastic capability when asked to formulate a sequence that involves balances on two and then three points of contact. Each group evaluates the performance of others and then seeks to move to more complex movements with great enjoyment and enthusiasm. This self-evaluation is an effective and constructive feature of all activities. Year 6 pupils developed good movements in their dance lesson, which was based on Afro-Caribbean music. Pupils are developing their swimming capability well and work hard to gain their grade awards. Most have the potential to attain expectations by the end of Year 6.

90. The quality of teaching is satisfactory overall. It is good in Years 3 to 6. The best lessons are well planned and make effective use of resources and in all lessons there is insistence upon good behaviour. The needs of pupils of differing capabilities are satisfactorily met in all lessons. In a Year 2 lesson on improving ball control, lower attainers and pupils with special educational needs were selected to demonstrate the progress that they had made in the lesson and showed great pride in their improvements. Particularly effective use of the varied skills and enthusiasm of teachers was seen in a Year 3/4 games lesson. Teachers made very good use of a local recreation ground and used a carousel of very well organised activities to take small groups of pupils to practise rugby, football and rounders. In all these activities, boys and girls play together very happily and show good cooperation. They respond well in all lessons to the teachers' good expectations; they behave very well, listen to instructions with care and use their imaginations to improve their performances. There is good concentration upon health and safety in all lessons. Use of the school hall is a regular feature of lessons. It is well used, although the large gymnastic equipment is better suited to older pupils. Overall, accommodation is satisfactory, although the limitations in facilities do limit standards and achievement.
91. Pupils' standards and achievement are well supported through extra-curricular activities, which also enhance their personal development through competitive fixtures with other schools. These activities include netball, football, tennis, athletics and cricket. Pupils show enthusiasm and activities are well supported, both by pupils and their parents.
92. Leadership and management are satisfactory. Monitoring and evaluation of teaching and learning are developing along with whole school approaches. Procedures for assessment are satisfactory but are recognised as an area for further development. Overall, the improvement since the last inspection is satisfactory.

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

Provision in personal, social and health education is **very good**.

### **Main strengths and weaknesses**

- There is a comprehensive programme.
- Circle time is well used.
- Teaching is good and makes good links with other subjects.
- Leadership and management are effective.

### **Commentary**

95. The programme is very well structured and takes good account of pupils' developing needs. For example, in Year 2, pupils discussed the benefits of walking to school as part of a healthy life style. Linked to their work in geography, they undertook their journey from home to school, learning about the dangers that they may encounter. A very good contribution was made to this work by the school crossing warden. Older pupils have the opportunity to cover topics which

include sex and drug education, as well as relationships, as they discuss elements of bullying and how to live in a community. Teachers make very good use of circle time to enhance speaking and listening skills, as well as making pupils think about their own views, and respect differing opinions.

96. Teaching is good. Besides the designated sessions, class teachers make very good use of morning registration sessions to prepare pupils for their day's work. These sessions can include silent reading, discussions about relevant topics or assembly themes and listening to pupils' views about their school. The quality of planning for assembly is very good and the themes add to pupils' understanding and enhance their personal development. For example, reference to the work of the St John's Ambulance brigade and the fact that it is based on a Christian concept, supports pupils' spiritual, moral, social and cultural development. Equally, very good use is made of the writing of C S Lewis to support their spiritual development. Teachers also make effective links through other subjects, such as geography and English, to help pupils develop their knowledge and understanding so that they mature in their thinking. The quality of provision is very well supported by the leadership and management which is effective in sustaining and developing the comprehensive programme.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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