

INSPECTION REPORT

SPRINGFIELD PRIMARY SCHOOL

Grimsby

LEA area: North East Lincolnshire

Unique reference number: 117925

Headteacher: Mr Steve Dransfield

Lead inspector: Ted Wheatley

Dates of inspection: 5th - 7th July 2004

Inspection number: 260069

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	282
School address:	Springwood Crescent Grimsby North East Lincolnshire
Postcode:	DN33 3HG
Telephone number:	(01472) 230 260
Fax number:	(01472) 230 261
Appropriate authority:	The governing body
Name of chair of governors:	Father David Rowett

Date of previous inspection: 9th November 1998

CHARACTERISTICS OF THE SCHOOL

Springfield Primary School has 282 pupils of whom 26 are in the Nursery and 33 in the Reception class. Of those in the Nursery, six are full-time. There are slightly more boys than girls in the school, though there are large variations between numbers of boys and girls in several years. Year 1, for example, has 26 boys and ten girls. Numbers have risen slightly since the last inspection. Pupils come from predominantly white British backgrounds and there is a very small number of pupils from Chinese, white and Asian and mixed backgrounds. No pupil is in the early stages of learning English language. The proportion of pupils with special educational needs is below average overall, though the proportion with statements of special educational needs is above average. Special educational needs support is provided for pupils with dyslexia and autism, speech difficulties, emotional and behavioural difficulties, moderate learning difficulties and physical disability. The percentage of pupils known to be entitled to free school meals is below average (3.8 per cent). Most pupils come from areas of private housing. Nevertheless, the school's intake represents all social groups.

Overall, attainment on entry to the school is broadly average, though literacy skills are a little below what is normally seen. Attainment on entry has varied over recent years from below average to broadly average.

The school received a Schools Achievement Award in 2000 for improvement in the end of Year 6 National Curriculum test results up to 2002. The Healthy Schools Award was gained in 2003.

The leadership of the school is new this school year. The headteacher took up appointment in September 2003 and the deputy head in January 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10013	Ted Wheatley	Lead inspector	Science Information and communication technology Design and technology
19720	Deborah Granville-Hastings	Lay inspector	
19026	Brian Downes	Team inspector	Geography History Religious education Special educational needs
22790	Jane Pinney	Team inspector	Foundation Stage Mathematics Art and design Music Physical education
2626	Marion Thompson	Team inspector	English

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Clifton
Bristol
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 - 15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16 - 29
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school with some very good features but also areas for improvement. Pupils achieve well in English, mathematics and science. Standards are above the level expected nationally in these subjects in Year 6. Teaching and learning are good. The school is very well led and effectively managed. The headteacher provides a very good direction for the school to improve. There is a good understanding of the school's weaknesses and how these can be addressed. The school has very good links with parents. Pupils develop good attitudes and become responsible. The school gives good value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Pupils achieve well as a result of good teaching in English, mathematics and science.
- The leadership of the headteacher and deputy head are very good.
- Provision in the Nursery and Reception is good and gets children off to a good start.
- The provision for pupils with special educational needs is good.
- Provision for design and technology, geography, history, physical education and religious education are unsatisfactory.
- Monitoring and evaluation of teaching by the headteacher and deputy head is good.
- Links with parents and other schools are very effective.
- Pupils' personal development is good overall, and moral and social development is very good.

Since the school was last inspected in November 1998, improvement has been satisfactory. The quality of collective worship has improved considerably and statutory requirements are fully met. Homework provision is now satisfactory. New teaching strategies in English and mathematics have improved the quality of pupils' learning in these subjects. The good overall quality of teaching and learning has been maintained throughout the school.

STANDARDS ACHIEVED

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

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

Pupils' achievement is good and standards are rising. Children start in the Nursery with broadly average skills, except in communication, language and literacy, where attainment is slightly lower than expected. By the end of the Reception Year, standards in communication, language and literacy are up to the level expected and are above this in the other areas of learning. Children make good progress and achieve well at this stage of their education. In the end of Year 2 national tests in 2003, results were below the national average and lower than in previous years. However, the unconfirmed results for 2004 show that attainment has risen. Standards of pupils' school work are above the level expected in reading, writing, mathematics and science and are average in information and communication technology (ICT) and physical

education. They are below the expected level in design and technology, geography, history and religious education.

In the end of Year 6 national tests in 2003, results in English were in the lowest five per cent nationally, above average in science and well above average in mathematics. Results were below the average of similar schools and lower than in recent years. However, the unconfirmed results for 2004 show a significant improvement. Standards of pupils' schoolwork are above the level expected nationally in English, mathematics and science, average in ICT and physical education, and below expectations in design and technology, geography, history and religious education. Throughout the school, pupils of all backgrounds and levels of prior attainment achieve well overall, though in design and technology, geography, history and religious education achievement is unsatisfactory. Insufficient evidence was gathered to make judgements in art and design or music.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. As a result, pupils show very good attitudes and behaviour in lessons and around school. Most pupils attend school regularly and attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education is good because the teaching and the range of learning opportunities are good in English, mathematics, science and ICT and also in the Nursery and Reception Year. The quality of teaching and learning is good and there are many instances of very good teaching and learning, particularly in Years 4 and 6. However, the curriculum is only satisfactory because some subjects are not fully covered, resulting in pupils doing less well than they should in design and technology, geography, history and religious education. The school provides a good level of care and support. Good, and often very good, relationships between staff and pupils increase pupils' confidence and self-esteem. There is a very strong partnership with parents involving them very well in their children's learning. Very good links with other schools and good community links enhance pupils' learning and personal development well.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher, with the support of the deputy head, provides very good leadership and vision for how the school should improve. The school has a clear focus on raising standards and it is effective. Governance is satisfactory and governors have a good understanding of the school's strengths and weaknesses and take an active part in evaluating school performance and planning improvements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils' and parents' views of the school are very good. Parents are very supportive of the school and appreciate the work of teachers. Pupils enjoy being at the school. On leaving school, most pupils are confident, well-rounded people ready for the next stage of their education.

IMPROVEMENTS NEEDED

- Improve provision in design and technology, geography, history, physical education and religious education.
- Ensure that subject co-ordinators observe and evaluate teaching in order to help their planning for improvements.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Children in the Foundation Stage achieve **well** and generally all pupils achieve **well** as they move through the main school. Standards are **above average** in English, mathematics and science and are **below average** in design and technology, geography, history and religious education. Pupils with special educational needs make **good progress**.

MAIN STRENGTHS AND WEAKNESSES

- Achievement is good in English, mathematics, science and ICT, the main subjects taught.
- Achievement is unsatisfactory in design and technology, geography, history and religious education, because the curriculum is unsatisfactory.
- Pupils with special educational needs achieve well as a result of good teaching and careful identification of their learning difficulties.

COMMENTARY

1. Attainment on entry to the Foundation Stage is average, though children's communication, language and literacy skills are slightly below those expected. Attainment when children start in the Nursery varies between years slightly, and standards in past years have not been as high as presently at the end of the Reception Year. Attainment at the end of the Reception Year is currently broadly above average and children are achieving well. Literacy skills are improved to a broadly average level at the end of the Reception Year. Almost all children presently in the Reception Year have achieved the goals expected and, in most areas of learning, a good number have exceeded them.
2. In the national tests taken by pupils in Year 2 in 2003, results were below the national average overall. Results were well below the national average in writing, below average in mathematics and average in reading. Teachers' assessments in science showed attainment to be broadly average. Overall, results had fallen from the previous year. This fall was due partly to lower than average attainment on entry to the school for this particular year group, and it was also partly due to staffing disruption. The disruptions to staffing have now been resolved, attainment on entry to the school has risen and there has been a sharp focus on raising standards in literacy and numeracy, all contributing to the unconfirmed results of 2004 showing noticeable improvement.
3. Standards seen in Year 2 are above the level expected overall. The present standards are above average in reading, writing, mathematics and science and are average in information and communication technology (ICT) and physical education. Standards are below average in design and technology, geography, history and religious education. Pupils achieve well overall; achievement is good in English, mathematics, science and ICT, where the school has made significant efforts to raise standards. Achievement is satisfactory in physical education but it is unsatisfactory in design and technology, geography, history and religious education.

4. In the national tests taken by Year 6 pupils in 2003, results were in line with the national average overall. However, results in English were in the lowest five per cent of schools, above the national average in science and well above the national average in mathematics. Compared with schools where pupils had similar prior attainment, results were well below average overall and very low by comparison in English. Results were lower in 2003 than they had been in recent years and the trend has been downwards from 2001 to 2003. However, after reorganising teaching groups and staffing, adopting different teaching approaches with a distinct focus on improving literacy skills, unconfirmed results in 2004 showed a significant improvement – to above the 2003 national average (2004 national averages not yet being available).
5. Inspection evidence shows that the standards obtained by pupils in Year 6 are significantly improved in English. They are above average in English, mathematics and science and meet national expectations in ICT and physical education. All pupils achieve well in English, mathematics, science and ICT and satisfactorily in physical education.
6. Throughout the school, standards in design and technology, geography, history and religious education are below the expected level and pupils' achievement is unsatisfactory. This is because National Curriculum requirements and the requirements of the local agreed syllabus for religious education are not met. The school is aware of this and has curriculum improvement as a priority it is working on. There was insufficient evidence to make judgements in art and design or music.
7. Standards of language and literacy are above average in English and literacy lessons, particularly in relation to speaking and listening. Pupils argue, discuss and debate with confidence and develop a good understanding and use of grammar. Reading and writing skills are above average. In other areas of the curriculum, language and literacy standards are average, mainly because of limited opportunities for extended writing and independent research. Handwriting develops well throughout school.
8. Development of numeracy skills is satisfactory overall. Pupils have sound computation, measuring and estimating skills. They handle numerical information and draw a variety of graphs competently. ICT skills are broadly average and are improving as a result of sustained efforts throughout the school to provide pupils with as many opportunities as possible to apply computer skills.
9. Pupils with special educational needs achieve well and, while the standards they obtain are below average overall, compared with their prior attainment, they do well.

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

Standards in:	School results	National results
reading	16.0 (16.3)	15.7 (15.8)
writing	13.5 (15.0)	14.6 (14.4)
mathematics	15.8 (16.5)	16.3 (16.5)

There were 38 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
---------------	----------------	------------------

English	24.4 (28.1)	26.8 (27.0)
mathematics	28.6 (29.7)	26.8 (26.7)
science	29.5 (30.5)	28.6 (28.3)

There were 41 pupils in the year group. Figures in brackets are for the previous year.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' personal development is **good** overall and has improved since the last inspection. This results in pupils having **good** attitudes to school and to their learning. Behaviour around school and in lessons is **good**. Attendance is also **good** and pupils arrive on time.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' social and moral development is very good because of the school's high expectations of attitudes and behaviour and encouragement of values.
- Pupils enjoy being at school and tackle the lessons and activities prepared for them with interest and enthusiasm.
- Relationships are very good, creating a happy and productive atmosphere in which pupils learn well and are confident and relaxed.
- Pupils take on responsibility very well and make a real contribution to the daily life of school.
- Attendance is consistently good.

COMMENTARY

10. The importance of pupils' personal development is central to the school's work. Staff have successfully created a supportive and caring atmosphere in which pupils grow and flourish. From the Nursery onwards, pupils are valued as individuals. Their contribution to school life is considered important and there is a feeling of harmony throughout the school.
11. In particular, pupils' social and moral development is very good. The school day is based on the values of tolerance and respect, which result in very good relationships between teachers and pupils. These very good relationships have a positive impact on pupils' response and attitudes in lessons and to school in general. Often, pupils' positive attitudes, questions and suggestions contribute to the progress and direction of lessons. Pupils enjoy being at school, and join in with the activities prepared for them with gusto. For example, Year 4 pupils practising their persuasive writing skills thoroughly enjoyed producing lively and entertaining estate agent-style advertisements for properties.
12. Pupils grow spiritually and culturally because there are many occasions for them to think about themselves, others and the world at large. Assemblies play an important part in the school day and are a genuine coming together of pupils and staff to listen, reflect, sing and pray about a particular theme. This aspect is much improved since the previous inspection.
13. Pupils go through the school day happily and enjoy having visitors to talk to. They work hard and with enthusiasm, are friendly, polite and keen to talk about themselves and their school. From an early age, pupils are taught to listen to one another. They show concern and compassion, and a respect for others' needs. In many lessons, pupils help each other spontaneously when working in pairs and groups, and show a natural and caring understanding of those less able. Pupils' have a very well developed social conscience and spend much time and effort in raising money for many charities near and far. Most of the activities are initiated and organised by pupils in response to personal experiences or feelings and a desire to help others.
14. Behaviour around the school and in lessons is good and often very good. Last year, there was one fixed-term exclusion in response to a specific incident, but exclusions are extremely rare. Indeed, a strength is the way in which pupils live and work together. Breaks and lunchtimes are relaxed and comfortable with pupils playing easily together. Pupils have a clear understanding of the high standards expected of them and respond accordingly.

15. Pupils take a keen interest in how their school works. They enjoy being part of such things as the school council, where they have a genuine voice in what happens in the school. Team captains and buddies provide much help and support to staff at lunchtimes and breaks and pupils take on these roles maturely. Pupils' confidence and self-esteem improves greatly through being given such responsibilities and they gain a real sense of belonging to and taking pride in their own community. On leaving school, most pupils are confident, well-rounded people ready for the next stage of their education.
16. Attendance and punctuality are good. There is no unauthorised absence because of conscientious monitoring of attendance and the very good relationship between the school and parents.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.5
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Asian
Mixed – any other mixed background
Chinese

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
219	1	0
1	0	0
2	0	0
1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** overall. Teaching and learning are **good**, but assessment is only **satisfactory** in some subjects. The curriculum is **satisfactory**, though it is **good** in English, mathematics, science and ICT. The quality of care, support and guidance is **good** and pupils are actively involved in school life. The school's relationships with parents are **very good** and, along with **strong** links with other schools, provides considerable support for pupils' learning.

TEACHING AND LEARNING

Teaching and learning are good. Assessment is **good** in the Foundation Stage and **satisfactory** in Years 1 to 6.

MAIN STRENGTHS AND WEAKNESSES

- Teaching and learning are very good in Years 4 and 6.
- The teaching of religious education is unsatisfactory, due to teachers' lack of subject knowledge.

- Assessment is good in the Foundation Stage and in Year 6, but is unsatisfactory in design and technology, geography, history, physical education and religious education.
- Support for pupils with special educational needs is good.

COMMENTARY

17. The quality of teaching and learning is good overall and has been maintained since the last inspection. Teachers in the Nursery and Reception Year plan a good range of indoor and outdoor experiences in lessons, which interest and motivate the children and are suitable for their stage of development. Teachers have very good understanding of the areas of learning for children of this age. The good quality of relationships ensures that children settle down quickly and are ready to learn. Resources are used very effectively and children respond to encouragement by working very hard and productively. Teaching assistants provide very good support for teachers and pupils.
18. Teaching and learning in Years 1 to 6 are good overall. There are many examples of very good teaching and learning in Years 4 and 6. In English, mathematics, science and ICT, teaching is consistently good. It is satisfactory overall in physical education, design and technology, history and geography. It is unsatisfactory in religious education because teachers lack the subject knowledge to provide opportunities for pupils to reflect and respond to spiritual matters. The main difference between satisfactory and very good lessons is the pace of learning and the level of challenge provided. For example, a Year 4 lesson in English challenged pupils to separate fact from opinion in the context of house advertisements and by the end of the lesson, the highest attaining pupils produced their own writing of a good standard illustrating bias.
19. Lessons are well planned to meet pupils' needs, especially in the core subjects of English, mathematics and science, which have had more emphasis than other subjects over recent years. Following an introduction, a variety of tasks is often set so groups of pupils work at the right level for them. Lessons include a good range of activities, which interest and motivate the pupils and are well matched to their stage of learning. Pupils are clear about the learning objectives of lessons and the progress they have made. Teachers have good subject knowledge, which they use to enhance the quality of lessons and to provide challenge for pupils.
20. In most lessons, there are good opportunities for pupils to take part in oral work through answering questions, discussion and debate. The quality of teachers' questioning is high and encourages pupils to produce oral work of high quality. They respond confidently to these opportunities, which allow them to take a very active part in lessons and enjoy their learning.
21. Teaching for pupils with special educational needs is good. Teachers and teaching assistants plan lessons carefully to ensure that pupils with special educational needs are very well supported in lessons. Teaching assistants give very effective and caring support to pupils with special educational needs and to other lower attaining pupils. Individual education plans for pupils with special educational needs are good. They contain specific targets for improvement and teaching strategies so that teachers focus planning on pupils' needs.
22. Other strengths of teaching and learning include the use of ICT by both teachers and pupils. Teachers use interactive whiteboards as part of their everyday teaching and this

effectively engages pupils in learning. Word processing is frequently used to improve the presentation of work or for independent research, for example, in English lessons, helping pupils to become confident learners.

23. The teaching of literacy is satisfactory overall. It is taught well and matched to pupils' abilities in formal literacy lessons and the development of speaking and listening is dealt with well in all lessons across the curriculum. Good attention is paid to the development of spelling in all lessons in Years 1 and 2, but this is not always the case from Year 3 onwards. In a number of subjects, such as history and geography, insufficient attention is paid to the development of extended writing and opportunities are missed.
24. Assessment is good in the Foundation Stage but unsatisfactory overall in Years 1 to 6. It is satisfactory in English, mathematics and science and good in ICT, the subjects which the school has placed most emphasis on in recent years. It is unsatisfactory in history, geography, religious education, physical education and design and technology.
25. Teachers' knowledge of pupils' learning is used well to plan lessons and to give feedback. Marking is regular and positive but does not consistently provide guidance on how to improve work, except in Year 6. Target setting is in the early stages, except in Year 6, where it has contributed to rising standards, particularly in English.
26. Homework was an issue at the last inspection. It is now satisfactory and frequently used well to encourage pupils' learning and especially to develop reading skills.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	7 (17%)	19 (46%)	15 (37%)	0 (0%)	0 (0%)	0 (0%)

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

THE CURRICULUM

The curriculum for children in the Foundation Stage is **good**, but is **satisfactory** in Years 1 to 6. The range of extra-curricular activities is **good** and there is a good level of participation by pupils. Accommodation and resources are **well** matched to the needs of the curriculum.

MAIN STRENGTHS AND WEAKNESSES

- There is insufficient coverage of history, geography, religious education, physical education, and design and technology in Years 1 to 6 to meet statutory requirements.
- Provision for children in the Foundation Stage is good.
- The curriculum is enriched by a good range of activities, such as clubs and visits.
- Provision for pupils with special educational needs is good and they achieve well.
- The good quality of equipment and resources supports the curriculum well.

COMMENTARY

27. The curriculum for children in the Foundation Stage is good and the needs of the majority of children are fully met. The school has plans to further improve provision from September 2004 with the appointment of an extra nursery nurse to work with the youngest children in Year 1.

28. The quality of the curriculum for pupils in Years 1 to 6 is satisfactory overall. Great emphasis has been placed on the teaching of English, mathematics, science and ICT, where provision is good. The quality of writing has, rightly, been a major focus in English over the past year and standards have risen significantly as a result. Nevertheless, the school is aware that there has been insufficient time to cover all aspects of the programmes of study for design and technology, history, geography, religious education and physical education. The result of this thin coverage of the required areas is that pupils do not do as well as they should in these subjects. In religious education, the area of reflection is not sufficiently explored. In design and technology, despite the fact that some individual lessons are good, there is no consistent planning to ensure that all pupils have opportunities to design, make and evaluate their work. Action by the school to introduce a new curriculum is fairly advanced. This new curriculum addresses the present shortcomings, integrates the teaching of literacy across the curriculum, and adds diversity and excitement to current provision. Class sizes in Years 3 to 6 are large and demand careful planning.
29. Provision for literacy across the curriculum is satisfactory overall. It is good in formal literacy lessons and ICT, satisfactory in most subjects and unsatisfactory in history and geography, due to limited opportunities for extended writing and excessive copying when undertaking research. Opportunities for research and independent work are too restricted. The school is also taking action to rectify these weaknesses identified through a curriculum review. Provision for numeracy is satisfactory. There are opportunities for pupils to develop numeracy skills in most subjects and pupils acquire satisfactory competence and confidence. Provision for ICT is good with many planned opportunities for pupils to develop computer skills in association with work they do in other subjects.
30. The personal and social education programme provides many opportunities for teachers and pupils to talk about and reflect on emotions and feelings. During the inspection, Year 5 pupils were thinking about ways to resolve arguments and conflict. They talked openly and thoughtfully about the ups and downs in friendships and how to handle them, providing help and support for each other.
31. A good range of extra-curricular activities, especially in physical education and the arts, enriches the curriculum. Clubs such as football, badminton and netball are supported well by older pupils, parents and the community. Pupils have also benefited from visits by musicians and working with artists. There have been a number of links using ICT, such as a weather link with Malaysia.
32. Accommodation and resources are good and all classrooms benefit from having interactive whiteboards, which are used well by teachers and pupils. A new resource centre is nearing completion, which will further enhance provision. The level of staffing is generally satisfactory, although staff experience in some subject areas varies, mainly because of a need to re-allocate responsibilities as some staff leave and others join the school. The match of support staff to the needs of the school is good.
33. The school takes great care to include all pupils fully in the curriculum, regardless of gender, aptitude or race. Pupils with special educational needs have access to the full curriculum and achieve well, because of the good level of support provided. Support from assistants and individual education plans for these pupils are good and take pupils' specific needs into account. Provision for personal, social and health education (PSHE)

is better co-ordinated than at the time of the last inspection and supports pupils' personal development well.

CARE, GUIDANCE AND SUPPORT

The school provides **good** care for its pupils. Pupils receive **good** support, advice and guidance. The school takes account of pupils views and opinions and involves them **very effectively** in school life.

MAIN STRENGTHS AND WEAKNESSES

- Teachers know pupils and their families well and successfully support individual needs through good pastoral care.
- The school provides a healthy and safe environment in which pupils feel secure.
- Clear individual targets are not used to support and improve pupils' achievement and learning.
- Pupils are involved in the daily life of school very well and they know their views are important.
- Arrangements to help children to settle into the Nursery and Reception classes work well.

COMMENTARY

34. The school is a very happy place and pupils, staff and visitors enjoy being there. Parents appreciate the genuine concern and interest staff have for the welfare and progress of their children. The atmosphere of trust and respect throughout the school creates a comfortable environment in which pupils feel confident and safe. The very good relationships between staff and pupils are the cornerstone of this confidence and contribute to pupils' ability to get the most out of every day. All staff in the school – teaching and non-teaching – work well together to ensure that pupils always encounter the same approach, standards and philosophy.
35. Staff have very good knowledge of all their pupils. They know much about individual families and are quick to spot and respond to pupils' needs. Classroom assistants are used well with individual and groups of pupils and their support is sensitive and appropriate. Throughout the school, praise and rewards are used successfully to encourage pupils to try their best and work hard. There are many opportunities for pupils to show what they can do and pupils enjoy sharing their work.
36. Pupils' academic progress through the year is monitored and recorded so teachers know what pupils can and cannot do. Some teachers have general targets that the whole class can work towards but assessment is not translated into clearly defined, specific, individual targets which are shared with pupils and parents. Pupils do not often think about what they need to do to improve.
37. The school values pupils' opinions highly, seeing them as an integral part of school life. Pupils express their views openly and responsibly because they know their ideas will be taken seriously. Their work as team captains, buddies and on the school council is very effective and they take their responsibilities seriously, suggesting improvements and developments. Such opportunities help pupils grow in confidence and self-esteem while providing a real source of help for teachers.

38. Young children settle into the Nursery and Reception classes quickly and easily because of the school's sensitive approach. Staff visit families at home before children start school so children recognise a friendly face. Classroom routines are soon familiar and even the youngest children are confident and relaxed. Communication between staff is very good and information is shared freely.
39. The school pays good attention to the daily care of its pupils. Sickness and accidents are dealt with in a sensitive way to minimise the upset for young children and the school liaises closely with parents at all times. Health and safety checks across the school site are carried out regularly and child protection issues are dealt with conscientiously. As a result, pupils are able to learn without anxiety in a safe and hazard-free environment.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has a **very good** relationship with parents and other schools and **good** links with the community. These strong partnerships support and develop pupils' learning and experiences well.

MAIN STRENGTHS AND WEAKNESSES

- Parents are very supportive of the school and appreciate the work and attitude of staff.
- Parents are actively encouraged to be involved in school and their child's learning.
- Very good links with other schools provide very good support and development for staff and opportunities for pupils.
- Good use is made of the local community to supplement the curriculum and learning.

COMMENTARY

40. Overall, parents have very positive views about the school and the experience they and their children have. They have trust and confidence in the staff and feel comfortable in approaching the school with questions and problems. Some parents expressed a concern over the large class sizes in some year groups. Evidence during the inspection found that, whilst some teaching groups are large, they are managed well and pupils learn and achieve well. The school works effectively within the restrictions they have.
41. The school is very good at sharing its vision and aims with parents. All documentation clearly communicates the school's expectations and what it sets out to achieve in an approachable and positive manner. The school encourages parents to think along the same lines at home. For example, parents are asked to promote the five 'school rules' at home so that pupils understand they are standards for life in general, not just in the classroom.
42. Parents are actively encouraged to be part of school life in many ways. They receive plenty of very good quality information on school life, activities, events and learning in a variety of formats. Booklets such as 'Learning on Holiday' give very helpful, practical suggestions on activities parents can do with their children to support their learning. Parents are regularly invited into school, where they can sit in lessons and see how their children are learning. In the summer term, an open day allows pupils to show parents their own work and to look round the school at work they will be doing in future years. As a result of the support and guidance given by the school, parents make a very good contribution to their children's learning.

43. The school is reviewing the way in which pupils' progress is reported to parents. The reports currently give a clear picture of what pupils can and cannot do but do not give clear, practical and helpful targets to help pupils improve. Few comments indicate to parents the rate at which their child is progressing or the standard at which they are working, compared with that expected for their age.
44. In the last year, the school has played a very active role in establishing a 'cluster group' of local schools. Staff at all levels meet regularly to discuss concerns, successes and improvements. They join together for some training activities and provide a very effective level of professional support, which is fed back into their schools. This is playing an important part in the school's work on curriculum improvement. The school also has very good partnerships with its secondary schools, which provides specialist teaching and experiences for many pupils and ensures that Year 6 pupils are well prepared for their move to secondary education.
45. The school uses the local community well to broaden its curriculum, enhance lessons and offer pupils new experiences. Visits to a variety of places are planned for all ages, including residential trips for Year 5 and 6 pupils. These do much to develop pupils' confidence and independence and contribute greatly to pupils' personal development. The school enjoys good relationships with its neighbours and is well thought of in the community. As yet, the school has no connections with schools or groups in other parts of Britain or further afield to give pupils a better understanding and knowledge of cultures different from their own.

LEADERSHIP AND MANAGEMENT

The school is very **well** led and **effectively** managed and has a **very clear** direction for improvement provided by the headteacher and the deputy head. Governance is **satisfactory** and financial management is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Leadership by the headteacher is very good and is resulting in rising standards.
- Evaluation of the school's performance has resulted in good development planning, providing a basis for further improvements.
- Governors recognise that there are weaknesses in the curriculum and are working closely with the school to bring about improvements.
- Throughout the school, there is effective team work and a high level of commitment to school improvement.

COMMENTARY

46. The headteacher, who has been in position since September 2003, has a very clear view of the school's strengths and weaknesses and works closely with the staff, and deputy head in particular, to plan and take action to bring about improvements. All staff are highly committed to raising standards. Management is good overall, though a series of staff changes has disrupted the continuity in leadership and management of some subject areas. Curriculum improvements have therefore been hampered. Staffing seems to have stabilised but, currently, responsibilities in some subjects are allocated to staff who lack specific subject experience or who have not been teaching long. However, staff are

enthusiastic and a good range of approaches is in place to support staff and providing them with opportunities to widen their experiences. Provided the school can maintain staffing stability, the potential for improvement is good.

47. The school's plans for improvement are good. Improving use of assessment information is leading to careful grouping of pupils to help teaching to be closely focused on pupils' particular needs. However, the improved use of assessment information still has some way to go to be fully effective. A curriculum review has led to identification of gaps in the coverage of subjects and a lack of consistency in pupils' experience in subjects. Plans are advanced to bring about necessary changes.
48. Observation and evaluation of teaching is satisfactory overall. Monitoring and evaluation by the headteacher and deputy head is good, but most subject co-ordinators are not involved enough in the process. This is mainly because of recent staffing instability and there is a strong will to rectify this position so that subject co-ordinators can be as effective as they know they should be.
49. Support for new staff entering the school is very good. This support comes from senior staff and other colleagues. The school provides many opportunities for staff to visit other schools, go on courses and meet other teachers. This form of staff development helps teachers to develop their practice and so benefits pupils' learning.
50. Overall, governance of the school is satisfactory. Governors work closely with the school in developing its vision for improvement. As a result of very good communications between governors, the headteacher, administrative staff and teachers, governors are very well informed and have a good understanding of the school's strengths and weaknesses. They are aware that they have not ensured that all the subjects are covered adequately and are working closely with the school to rectify this situation.
51. Financial management is good. Spending is closely linked to educational improvements and improving the school's accommodation. All expenditure is carefully monitored. The budget underspend is partly earmarked for stocking and equipping the nearly completed learning resource centre. It is being properly used for the benefit of the pupils.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	771,698
Total expenditure	754,004
Expenditure per pupil	2,762

Balances (£)	
Balance from previous year	37,156
Balance carried forward to the next year	54,850

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good. It remains a strength of the school, as at the time of the previous inspection. Children achieve well during their time in the Foundation Stage. They enter the Nursery on a part-time basis when they are three. At the time of the inspection, the older Reception children were taught in a separate Reception class for one term, while younger children remained in the unit. Older children have four terms of full-time education in the unit whilst younger children have only two. As a result, older children have more opportunity to undertake the rich and varied experiences provided for them and are better prepared to begin Year 1. The school is well aware of this and has already taken steps to compensate for the unavoidable inequality of provision by employing an extra member of staff for the coming year.

Children start in the Nursery with levels of attainment that are broadly in line with those expected for their age in all areas except communication, language and literacy, in which attainment is slightly below expectations. By the end of the Reception Year, all children have made good progress and achieved well. Attainment meets expectations in communication, language and literacy and exceeds expectations in the other areas of learning. Children achieve well because the teaching is consistently good and the curriculum is effectively planned to meet all the children's needs. There are a good number of adults employed in the Foundation Stage who work together as an effective team. The accommodation is good, overall. Children in the foundation unit make good use of the secure outdoor play area, although this is not freely accessible for the children who are in the separate Reception class for the summer term.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

MAIN STRENGTHS AND WEAKNESSES

- Good teaching ensures that personal and emotional development is promoted in every activity.
- Children are very positively encouraged to behave well.
- Teachers and other adults provide very good role models so that good relationships are promoted.

COMMENTARY

52. Teaching is good in all areas of personal and social development so that all children, including those with special educational needs, achieve well. Staff are patient and calm and provide good role models. They encourage good habits and behaviour, carefully explaining why some conduct is not acceptable in the school community. As a result of these significant strengths in teaching, most children exceed the early learning goals at the end of the Reception Year.

53. Younger, part time children leave their carers willingly and quickly settle into school routines. They are independent enough to find their names and are proud to be selected as the *'helper'* for the day. The vast majority of children in the unit are confident when selecting an activity and concentrate well on their chosen task. They are learning to play alongside each other and understand that they must take turns. The children appreciate the needs of others and respond well to daily procedures such as registration.
54. Children are given good opportunities to develop their personal and social skills. Activities are well planned to encourage children to take responsibility and behave well in groups and individually. Rules of behaviour are consistently reinforced, so children are well aware of what is expected of them. Teachers and other adults provide very good role models for children. They use encouragement well to inspire children and offer praise to acknowledge good responses. Teachers effectively discuss with children issues relating to behaviour, kindness, sharing resources and working together. As a result, children learn to co-operate with one another and adults pleasantly.

COMMUNICATION, LANGUAGE AND LITERACY

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

MAIN STRENGTHS AND WEAKNESSES

- Children achieve well and standards meet expectations by the end of the Reception Year.
- Teaching and learning are good and all adults have a good understanding of the needs of the children.
- There is a good focus on the systematic development of skills.

COMMENTARY

55. Standards are slightly below the level expected for children of this age on entry to the Nursery. Quite a few children have a limited vocabulary and are unable to express themselves clearly. Good teaching ensures that all children, including those with special educational needs, achieve well. As a result, most children achieve the expected standards by the end of the Reception Year. The older Reception children, who have been in school the longest, mostly exceed expectations for their age.
56. Children make good progress and achieve well in their oral development because there are well planned and stimulating opportunities for them to talk and listen and a strong emphasis is placed on the acquisition of these skills. Resources are used well to encourage powers of self-expression. For example, in one lesson, younger Reception children were excited to delve into a bag and describe what they could feel. The teacher listened closely to the children, tailoring her questions to their needs and extending their vocabulary through offering additional words to their own suggestions. Teachers show respect and use a good range of vocabulary when talking to children. Class discussions and well focused *'play'* activities provide good opportunities for children to try out their ideas in words.
57. Teachers read thoughtfully and with expression, asking questions about the text so that children become appreciative listeners. This contributes positively to the development of early reading skills. Children make good progress in their reading because their skills are developed systematically. For example, older Nursery age children greatly enjoy the

daily sessions in learning the sounds of letters and make very good progress in their ability to sound out unfamiliar words, because these skills are being very well taught. Older children are appropriately introduced to elements of the National Literacy Strategy. They make very good progress because they are very suitably challenged by the teacher's high expectations.

58. In writing, pupils achieve well because they are given plenty of opportunities to practise their skills and enjoy making use of the pencils and crayons that are readily available to them. In lessons, Reception age children are well supported as they are helped to write independently. More capable children write sentences correctly punctuated with capital letters and full stops. Frequent assessments are made of children's achievements in writing and these are used effectively to plan activities that are suited to their needs.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- By the end of the Reception Year, many children exceed the expected levels.
- The quality of teaching and learning is good and children achieve well.

COMMENTARY

59. Children start school with standards in mathematical development that are as expected for this age group. The good quality teaching and learning ensures that children achieve well and by the end of the Reception Year, they exceed expected levels.
60. During their time in the Foundation Unit, children are given many opportunities to become confident and competent in their mathematical learning. These include activities and direct teaching of counting, sorting, matching, finding and making patterns, working with numbers and shapes. As a result, children learn well the key mathematical skills. Mathematical understanding is extended well orally through stories, action songs and rhymes. Staff build well on previous learning and use their knowledge of the children to plan tasks that are well suited to their individual abilities, using good resources. For example, younger Reception children were excited as they were given bags of real coins to sort. They made good progress in their knowledge of the values of the different coins. Older Reception children enjoyed the practical task of making *'one less'* from a group of toy ice cream cones, before they recorded their calculations as simple subtraction sums.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Attainment exceeds expectations by the end of the Reception Year and all children achieve well.
- Teaching and learning are good.
- A range of interesting activities is used to promote this area of learning.
- Activities are well suited to children's individual needs.

Commentary

61. The children achieve well in this area of learning because teachers have a good knowledge and understanding of this age group. Teachers plan activities that stimulate the children and this helps them to achieve well. Children are provided with a wide range of experiences which are well targeted to their needs. For example, following a visit to the seaside, younger Nursery children looked at articles connected with the seaside and described their characteristics. Older children developed their understanding of a sense of time as they looked at photographs of the seaside in the past to compare the difference between then and now.

62. The children are encouraged to find out about the natural world in which they live, and so develop their knowledge and understanding of this aspect well. For example, children in the Reception class are challenged as they work within the National Curriculum. They plant bean seeds and keep a class diary to record their growth. They know that plants need light and water to survive. Children use a wide range of construction toys to build with and select appropriate tools for cutting, sticking and shaping. Children confidently move the computer mouse to play games and draw simple pictures.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Good teaching ensures that most children achieve well and many exceed the expected standards by the end of the Reception Year.
- Good use is made of the secure outdoor play area for children in the Foundation Unit.

COMMENTARY

63. Teaching and learning are good and children achieve well. During the inspection, it was not possible to observe older children in a physical education lesson, but children are well able to hold pencils, brushes and tools correctly because teachers focus effectively on the development of these skills.
64. Children in the Foundation Unit are provided with a good range of equipment outside to support physical development. Activities are well planned and adults intervene appropriately to improve techniques. Consequently, children develop their skills well, such as adjusting their speed or changing their direction to avoid obstacles. In the summer term, this area is not easily accessible for children in the Reception class to use as an integral part of the school day.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- The quality of teaching and learning is good.
- Well chosen resources are accessible to all the children and support their learning well.
- Good opportunities are provided for children to experience and work in a range of materials.

COMMENTARY

65. By the end of the Reception Year, most children have achieved and many exceed the expected level. This is because the staff plan good opportunities for children to learn how to use their imagination, explore a range of materials and express themselves. These opportunities are usually linked to themes and topics, which make them meaningful to these children. For instance, older Reception children have used their skills very well in a range of activities linked to their recent visit to the seaside. One group mixed paints

confidently to create different shades for the scales of a fish, while another practised using pastels in different ways to create the background for a seascape.

66. Good resources, including clay, are made accessible to all the children. This helps them to progress well in their learning and develop independent skills in using a variety of materials. Teachers plan their lessons well and have a clear understanding of the needs of the children.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well throughout school because of good teaching.
- Pupils in all year groups have very good speaking and listening skills.
- They enjoy taking an active part in lessons and their enthusiastic attitudes contribute to their learning.
- Assessment and marking do not consistently provide enough guidance for pupils on how to improve their work.
- Good leadership and management have led to improvements in standards.

COMMENTARY

67. In the end of Year 2 national tests taken by pupils in 2003, results were broadly in line with the national average in reading but well below it in writing. Results have fallen over several years, mainly because attainment on entry to Year 1 has been fairly low for several years, but also owing to staffing difficulties that are now resolved. The unconfirmed results of 2004 show a significant improvement in both reading and writing standards, as a direct result of a better focus on developing pupils' basic literacy skills, stable staffing and rising attainment on entry. Results in the end of Year 6 national tests have been above average since the last inspection, except in 2003, when they fell to a very low level and were in the lowest five per cent of schools nationally, particularly for writing. The results were also very poor in comparison to those achieved by similar schools. During 2003, a key member of staff was absent and interim arrangements were put in place. Results for 2004 have improved significantly, particularly in the highest levels of writing, due to the vigorous action taken by the school.
68. Inspection evidence confirms that standards throughout the school are now above the level expected in Years 2 and 6, with very good standards in listening and speaking, and pupils achieve well. All pupils take a full and confident part in discussions in pairs, groups and in whole class situations. They analyse, make suggestions, answer questions fully, respond imaginatively to poetry and retell stories in their own words. They have a wide vocabulary and are becoming aware of how to engage an audience. By the end of Year 6, pupils understand how to use speech to persuade, argue and present information cogently, with an awareness of audience. They use formal and informal language comfortably and have an impressive vocabulary.
69. By the end of Year 2 and Year 6, standards in writing are above average, with higher attaining pupils producing some very good long pieces of writing. Pupils are helped to plan their writing well. In some lessons, spelling aids and lists of words are used extremely effectively to enhance pupils' vocabulary. A good understanding of punctuation and grammar is developed throughout school. Spelling is good in Years 1 and 2. It is less consistent from Year 3 onwards. Handwriting improves well throughout school and by the end of Year 6, most pupils have clear, legible, cursive writing.

70. Reading is above average by Year 2 and Year 6. Higher attaining pupils read fiction and non-fiction books fluently at sight. Pupils have a range of strategies to tackle words they do not know, for example, by breaking down and rebuilding difficult words. They have positive attitudes and frequently read for pleasure. Reading aloud is confident, often with good expression. Pupils access information from books competently, using indexes and glossaries. Older pupils use the library and locate books effectively.
71. Teaching and learning are good overall and there are examples of very good teaching and learning in Years 4 and 6. All teachers have good subject knowledge and extend speaking and listening skills well in almost every lesson. Currently, there is a well-judged emphasis on developing writing skills, which has resulted in much improved standards. Lessons are well planned and work is carefully matched to pupils' needs. Support assistants are deployed effectively and pupils with special educational needs are supported well. Pupils are lively and confident because the activities interest and motivate them. Pupils' positive attitudes support their learning well. In the small minority of lessons in which teaching and learning are no better than satisfactory, the slower pace and occasional lack of clarity of instructions leads to a slower rate of learning. In the best lessons, rigorous and challenging teaching, and probing questioning, leads to rapid progress, with good preparation in discussion leading to high standards of writing.
72. Assessment is satisfactory overall and good in Year 6, where individual target setting and helpful marking leads to improvement. Elsewhere, target setting is very general and marking does not consistently provide sufficient guidance for improvement. The use of assessment for lesson planning is good and the quality of feedback in lessons is satisfactory in spite of large class sizes.
73. Leadership and management are good and have effectively addressed the problems of the underachievement identified last school year. Vigorous action has focused on raising standards and this has been supported by well-planned staff development. Improvement since the last inspection has been satisfactory.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

74. Standards in language and literacy across the curriculum are as expected at this age and pupils' achievement is satisfactory. Standards and achievement are not higher because opportunities for development of literacy skills outside of formal literacy lessons are fairly few. Pupils develop writing satisfactorily in subjects such as mathematics, where they work through mathematical problems, and science, where they efficiently record experiments. However, there are few opportunities to write independently, particularly about understanding and knowledge. In some subjects, such as history, religious education and geography, the development of individual writing is unsatisfactory; opportunities are rare and much writing is copied from other sources. Speaking and listening develop well in most lessons and pupils use technical and specialist vocabulary confidently.

MATHEMATICS

Provision in mathematics is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils of all capabilities achieve well as a result of good teaching.
- Leadership and management are good and clearly focused on bringing about improvements in provision.

Commentary

75. National test data in 2003 showed that, for pupils in Year 2, standards were below the national average and well below average when compared with similar schools. For pupils in Year 6, standards were well above the national average and above those of similar schools. These standards were lower than at the time of the previous inspection. However, over the last four years, the trend, although fluctuating, has been mostly above the national average, particularly for pupils in Year 6.
76. The school has effectively analysed test results for areas of weakness, which were found to be in the use of problem solving skills and in the recording of the working out of calculations. They have been successful in the implementation of procedures to improve these areas of learning. As a result, inspection evidence and unconfirmed test results for this year indicate that there has been a significant improvement in the standards attained by pupils in Year 2. Over one third of pupils are attaining at higher than the expected level. In Year 6, due to the difference in the year group, standards are slightly lower than last year, but nevertheless remain above average overall. During the inspection, no differences were noted in the achievements of boys and girls.
77. Pupils, including those with special educational needs, consistently achieve well as they go through the school. By the end of Year 2, pupils' achievements are good and they work confidently with all four rules of addition, subtraction, multiplication and division. They use their knowledge of multiplication facts well to solve problems, such as when, using money, they find equivalent totals with different coins. By the end of Year 6, pupils have continued to make good gains in learning, and have built upon their previous successes. They quickly and confidently learn about fractions, decimals and percentages and produce graphs and pie charts to record their calculations. In problem solving, more capable pupils explain their reasoning well for their conclusions.
78. Teaching and learning are good, with examples of very good practice. Teachers have a good knowledge of the subject and are skilled in teaching the basic numeracy skills. They plan lessons well to make the subject interesting and mostly use a lively pace to keep pupils' concentration levels high. As a result, pupils have very good attitudes to the subject and are keen to do well. They present their work neatly and logically. Teachers continually challenge pupils and expect, and receive, very high standards of behaviour. This was evident in a Year 6 lesson in which teaching and learning were very good, where the teacher really motivated the pupils as they worked out a formula to calculate the number of visible faces on towers of cubes.
79. Teachers check and analyse pupils' progress thoroughly. In most classes, these regular assessments are used to plan work that is well suited to individual needs. However, procedures for tracking and checking are not yet used to give pupils individual targets for improvement. The school is aware that this is an area for improvement and is already taking action. Pupils' work is marked regularly, but the use of helpful comments about how improvements can be made is inconsistent throughout the school. Resources, particularly information and communication technology, are used very well to introduce and reinforce mathematical concepts.

80. The subject is well led and managed. The co-ordinator is a knowledgeable practitioner and leads very well by example. She has analysed test data and identified areas that need improving. For instance, she is aware that pupils do not perform as well in mental mathematics in test conditions, and is in the process of considering ways to redress this issue. The co-ordinator monitors planning to ensure full coverage of all aspects of the subject but does not receive regular periods to monitor the quality of teaching. Good liaison with local secondary schools makes a valuable contribution to pupils' learning. For example, teachers from one of the local schools work on a weekly basis with the more able pupils in Years 5 and 6.

MATHEMATICS ACROSS THE CURRICULUM

81. Provision is satisfactory overall. Teachers frequently include opportunities for pupils to develop their numeracy skills, for example, in science, ICT, design and technology and, to a lesser extent, in other subjects. Pupils adequately develop competency in measuring, estimating, handling numerical information and drawing various kinds of graphs in their work across the subjects.

SCIENCE

Provision in science is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well as a result of good teaching.
- Pupils respond well to teachers' high expectations of how they carry out and record investigations.
- There are too few opportunities for pupils to write at length.

COMMENTARY

82. In the teachers' assessments at the end of Year 2 in 2003, results were broadly in line with the national average. The unconfirmed results in 2004 show that results have risen. In the national tests taken at the end of Year 6 in 2003, results were well above the national average. These results were a little lower than in previous years and below the average for schools with pupils of similar prior attainment. The unconfirmed results for 2004 show that attainment has risen again. Both in Year 2 and Year 6, stable staffing has significantly contributed to better attainment presently than indicated by the results of the last school year.
83. Standards in Year 2 are presently above average overall and all pupils, whatever their prior attainment, achieve well. Pupils have a good understanding, for example, about the properties of materials. The highest attainers explain well how the properties influence what materials are used for. Pupils have a good grasp of the basics of electrical circuits and electrical safety. Almost all pupils record information from experiments in tables and write accurate reports.
84. By Year 6, standards are above average and all pupils achieve well. Pupils have a good understanding of 'fair-testing' and explain why this is important in obtaining reliable results from experiments. Almost all pupils draw carefully and label diagrams clearly. For

example, in clear diagrams of circuits, symbols are drawn accurately and labelling indicates that pupils know what the components are. In practical work, pupils carry out experiments carefully, record measurements and observations accurately and make good estimations of volumes.

85. Use of numeracy is generally good. Occasionally, pupils spell carelessly and they copy a little too much. There are some opportunities to write independently, though few pupils write at any length about their scientific knowledge and understanding. Much information is copied. However, in discussion, pupils reveal a good understanding of what they do and they explain their understanding well with correct use of scientific terminology.
86. Teaching and learning are good overall. Lessons are well prepared and teachers have a good knowledge of the subject. Teachers include a wide range of activities in lessons and match work well to the needs of pupils. Practical work and investigations are used effectively to enhance pupils' knowledge and understanding. Teachers have high expectations that pupils will work hard, co-operate with each other, record results accurately and write up investigation reports carefully. Pupils respond well to these expectations. Teachers treat pupils fairly, listen to their ideas and manage pupils well. Teachers include opportunities for ICT.
87. Leadership is good and management is satisfactory. The co-ordinator has a clear view of how the subject should develop but, being new to managing the subject, has yet to establish a development plan. Assessment procedures are satisfactory overall, though marking with a view to provide guidance for pupils to improve their achievement is inconsistent. Overall, progress made since the last inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

MAIN STRENGTHS AND WEAKNESSES

- Pupils make good progress as they move through the school.
- Resources are good, well deployed and contribute to pupils' good achievement.
- The subject is well managed and has clear direction for further improvement.

COMMENTARY

88. By the end of Year 2, standards are broadly average. Pupils use computers with confidence and enjoy what they do. They create documents in which they type their own text and in which the higher attainers insert pictures. They use the mouse and screen menus competently to control what they are doing. Word processing skills are broadly as expected. Overall, pupils of all capabilities achieve well.
89. Standards are also broadly average at the end of Year 6. Pupils have achieved well since starting school because they started from a below average point. Word processing skills are as expected at this age and pupils combine text and illustrations competently. They search the Internet well, selecting suitable sources for the work they do in lessons, such as in English. They extract the information they require, and copy and paste text and pictures well. For the most part, pupils use the keyboard, mouse and menus competently. Most pupils record information in a variety of forms with little help. Pupils treat lap top computers maturely, recognising that they are expensive pieces of equipment that have to be looked after. Pupils work well together and help each other when necessary. All pupils achieve equally well.
90. Teaching and learning are good. Teachers have good subject knowledge and skills as a result of a continuing programme of support and training. They plan lessons well and ensure that activities both challenge pupils and are within their capabilities. Activities are often planned to encourage independent learning and, in these instances, pupils work willingly alone, but are also prepared to help each other. Teachers gain pupils' interest by relating activities to real life experiences. For example, a class read and interpreted estate agents' descriptions of houses and then word processed their own advertisements with enthusiasm, making good use of the skills they had been taught.
91. Leadership is very good and the subject is managed well. The co-ordinator has a very clear view, shared with staff, of how the subject should improve and based on observed teaching and performance of pupils. As a result, standards are rising at a very good rate. Curriculum planning is good and all pupils experience the full range of activities of the National Curriculum. The quality of support for teachers is good and is enhanced by very good technical support. Since the last inspection, improvement has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

92. Provision is good and there are many opportunities for pupils to use computers, particularly in developing their literacy skills, but also elsewhere. Good training for teachers and valuable support has led to a high level of use of computers and interactive

whiteboards in lessons. Pupils are developing confidence in using computers and a sound understanding of how they can be used in everyday life.

HUMANITIES

Geography

Provision in geography is **unsatisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Standards are below the level expected and pupils' achievement is unsatisfactory.
- The curriculum is covered too thinly and skills in enquiry are not developed.
- Assessment procedures are not consistent and the use of assessment to help pupils improve is unsatisfactory.
- Pupils show good attitudes to work and behave well in lessons.
- The management of the subject is unsatisfactory.

COMMENTARY

93. Standards are below the level expected nationally, both at the end of Year 2 and the end of Year 6. There is insufficient time allowed in the curriculum to cover the subject adequately. As a result, standards are below what they should be and pupils' achievement is unsatisfactory. This is consistent between boys and girls and across different levels of attainment.
94. Teaching and learning are satisfactory overall. However, there is not enough good teaching to make up for the deficiencies in the curriculum and to ensure that achievement is satisfactory. Teachers control their classes well. As a result, pupils behave well in lessons and no time is lost correcting misbehaviour. Teachers and pupils make good use of interactive whiteboards to introduce lessons and to present visual evidence, and this supports learning. Pupils' factual knowledge is satisfactory, but because of the thin coverage of geography and the little time allocated to the subject, pupils have too few opportunities to think, analyse and investigate for themselves. This is seen in their project work. Although pupils produce carefully presented project work, too much is copied directly from other sources. This seriously diminishes not only the quality of learning but also the quality of literacy development. Marking of pupils' work is inconsistent. In some classes, teachers mark well and give helpful hints to pupils about how they can improve their work. In other classes, marking and correction is superficial and does not tell pupils how to improve. Assessment procedures are inconsistent and provide limited useful data to check pupils' attainment and progress or to ensure consistent coverage of the curriculum.
95. Because of the lack of time allowed, geography makes an unsatisfactory contribution to pupils' spiritual and cultural development. The subject co-ordinator has only recently been appointed and has not yet had time to develop the subject. The school's management of the curriculum is unsatisfactory. Too little attention has been given to the subject to improve the curriculum, the quality of teaching and to raise standards. However, leadership of the subject is satisfactory and the school has recognised what improvements are needed, and a thorough review of provision is now being completed. The subject has made unsatisfactory progress since the previous report.

HISTORY

Provision in history is **unsatisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Standards are below the level expected nationally at the end of Year 2 and Year 6.
- The curriculum is unsatisfactory because coverage of the subject is too thin.
- Pupils show good attitudes to work and behave well in lessons.
- Management of the subject is unsatisfactory.

COMMENTARY

96. Standards are below the level expected nationally at the end of Year 2 and Year 6. This is mainly because not enough time is given to history. As a result, standards are lower than they should be and pupils do not achieve satisfactorily. This applies both to boys and girls and across all levels of attainment.
97. Teaching and learning are satisfactory. However, there is insufficient good or very good teaching to make up for the shortcomings in the curriculum. Teaching is stronger on providing pupils with factual content rather than on allowing good opportunities for them to research and investigate evidence. Pupils have too few opportunities to study the reasons why people acted as they did or to look at the different ways in which the past is represented and interpreted. Where pupils do individual topic work, their lack of investigation skills becomes clear and pupils copy large sections of text from other sources instead of developing it for themselves. Because of this, pupils do not develop their writing skills well enough and the subject's contribution to literacy development is unsatisfactory.
98. Teachers plan and prepare lessons in the aspects of history that are covered well. Teachers are clear about what they want pupils to do in lessons and communicate this clearly, so no time is lost unnecessarily. Teachers and pupils make good use of interactive whiteboards in lessons. All of the teachers control their classes well and, as a result, pupils behave well and show good attitudes to work. Regular, consistent assessment procedures are not in place. The use of assessment to enable pupils to improve their work is unsatisfactory.
99. Because of the lack of time given to the subject, history makes an unsatisfactory contribution to pupils' spiritual and cultural development. The management of the subject is unsatisfactory. Too little attention has been given to checking the decline in standards since the previous inspection. Leadership is satisfactory. The school now has a clear picture of what needs to be done and a rigorous review of the curriculum has taken place. The subject has made unsatisfactory progress since the previous inspection.

RELIGIOUS EDUCATION

Provision in religious education is **unsatisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' achievement is unsatisfactory.
- Teaching and learning are unsatisfactory.
- Pupils show good attitudes to work and behave well in lessons.
- The curriculum and assessment are unsatisfactory.
- Management is unsatisfactory.

COMMENTARY

100. Because of weaknesses in teaching and in the curriculum, standards are below those outlined in the locally agreed syllabus at the end of Year 2 and the end of Year 6. Pupils achieve unsatisfactorily.
101. Teaching and learning are unsatisfactory. Teachers have inadequate subject knowledge and, as a result, pupils have insufficient factual knowledge of the religions identified for study in the locally agreed syllabus. An important part of the locally agreed syllabus is about "reflection and response" to a range of faiths. Pupils have very few opportunities to study and think about what religion means to people of different faiths or how the lives of millions are changed by their beliefs. This is seen, for example, in work done by pupils in Year 6 on The Passover. Pupils' books show pictures of a Passover meal, but there is very limited explanation of the symbolic importance of the food in the meal or about the Passover story itself.
102. The subject makes an unsatisfactory contribution to pupils' literacy development. Marking of pupils' work is inconsistent. Where it is done, there is limited use of marking as a means to help pupils improve their work. Assessment procedures are inconsistent and do not provide consistent data to help teachers to track pupils' attainment and progress or to identify gaps in the curriculum provision. Pupils show good attitudes to work and take care over presentation of it.
103. Curriculum provision is unsatisfactory. Not enough time is given to teaching religious education and this is a strong factor in pupils' unsatisfactory achievement. Because of deficiencies in teaching and curriculum, the subject makes an unsatisfactory contribution to pupils' spiritual and cultural development. Leadership of the subject is satisfactory. The management of the school are aware of the deficiencies present and a review is now nearly completed to correct them. Management is unsatisfactory because monitoring of curriculum and teaching has not been rigorous enough to identify and correct the weakness evident until recently. The subject has made unsatisfactory progress since the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in **art and design** or **music** so it is not possible to make a secure overall judgement on provision in these subjects. However, inspectors spoke to co-ordinators and pupils and looked at teachers' planning and pupils' work.

104. Examination of work around the school indicates that teachers plan an interesting and varied range of activities in **art and design**. The displays are attractive and reflect the teachers' industrious efforts to celebrate the pupils' achievement. Pupils are given the opportunity to explore and develop their ideas in two and three-dimensions. They are becoming familiar with the work of some famous artists. For example, pupils in Year 1 looked at the work of the artist Kandinsky, before designing and producing high quality tie

and dye prints in his style. Art and design is linked effectively to other areas of the curriculum. For example, following a geography field trip, Year 5 pupils made pastel observation drawings of the Derbyshire countryside. Displays show little evidence of the use of ICT to enhance pupils' learning in the subject. A popular art club makes a useful contribution to the provision in art and design for pupils aged five to seven.

105. In **music**, 40 pupils benefit from tuition from visiting specialists in keyboard, singing, violin, cello, brass and recorders. Learning is further enhanced through performance in musical productions, both in school and within the local community. In assemblies, pupils sing tunefully and with obvious enjoyment. However, generally, music has a low profile within the school and the subject co-ordinator is aware that not all pupils receive sufficient time allocation for the teaching of music.
106. In both these subjects, assessment procedures are inconsistent and there is no monitoring of teaching and learning. These have been identified as areas for future development.

DESIGN AND TECHNOLOGY

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

MAIN STRENGTHS AND WEAKNESSES

- Pupils' achievement is unsatisfactory and the development of skills is inadequate.
- The curriculum does not fully cover all aspects of the subject.
- The school's evaluation of provision in the subject has been good and plans to improve provision are detailed.

COMMENTARY

107. Standards obtained by pupils at the end of Years 2 and 6 are below expectations. Pupils learn basic skills of cutting and shaping materials and fastening them together well, and they are competent in these areas. However, opportunities to plan and design are too limited and pupils do not acquire these skills in sufficient depth. In addition, they are not adequately involved in evaluating their work and suggesting ways in which it could be improved.
108. Teaching and learning are satisfactory overall, though there are variations. In one Year 4 lesson, the quality of teaching was good, engaging pupils in developing challenging ideas, selecting suitable approaches, trying them out and evaluating their own work. Pupils' work indicates inconsistent use of designing and evaluating and a tendency to developing craft skills rather than in designing and making for a particular purpose. Teaching of practical skills is consistently good, with considerable attention given to helping pupils develop these well. As a result, pupils have a sense of achievement, work hard and enjoy what they do.
109. Assessment is unsatisfactory. Teachers assess against their own learning objectives and generally do this quite well. However, there is little reference to the National Curriculum and in giving pupils an indication of how well they achieve.

110. Overall, management of the subject is unsatisfactory, though leadership is satisfactory with a clear direction for improvement and good school planning to ensure that this happens. Provision in the subject has deteriorated since the last inspection but this is now being rectified.

PHYSICAL EDUCATION

Provision in physical education is **unsatisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' learning is very well enhanced through the provision of a wide range of extra-curricular activities.
- Procedures for assessment and monitoring of teaching and learning are inconsistent, and unsatisfactory overall.

COMMENTARY

111. All strands of the subject are regularly taught and are properly planned. Lessons in games and athletic skills were observed in Years 1, 2 and 3 during the inspection and in these lessons, standards were in line with expectations. Pupils receive swimming instruction in Year 4. By the end of the year, almost all pupils can swim the nationally recommended 25 metres.
112. The quality of extra-curricular provision continues to be a strength. Pupils' learning is considerably enhanced through the very good extra-curricular provision, including football, tag rugby, cricket and netball. Pupils have many opportunities to take part in local competitions. For example, pupils in Years 3, 4 and 5 have participated in a skipping festival and Year 5 boys and girls recently won a cricket tournament for local schools. The annual residential trips give pupils good opportunity to improve their orienteering skills. Outside providers are used well to give specialist training to pupils. Currently, 80 pupils, from the Reception Year upwards, are receiving football training from a professional coach.
113. Teaching and learning are satisfactory overall. They are good for pupils in Year 3 and satisfactory in Years 1 and 2. Where teaching is satisfactory, pupils are mostly challenged and well managed, Pupils with special educational needs are well supported and included in lessons, so their progress is commensurate with the rest of the class. However, learning is lessened when the teacher fails to maintain a focus on the main learning objective for the lesson and when all pupils are given the same task, regardless of their varying abilities. This is an indication that assessment is not used well enough to plan teaching to match the needs of all pupils. Where teaching is good, activities are well chosen and well organised to consolidate pupils' athletic skills. Very good relationships ensure that pupils are well motivated and compete in a friendly manner, enjoying each other's success.
114. The subject is managed satisfactorily by the headteacher. Assessment and monitoring procedures, which are currently unsatisfactory, have been identified as an area for future development. A newly qualified teacher has been shadowing the role of co-ordinator for the past year and will be taking over the management of the subject from September. She is very knowledgeable and highly committed to improving provision and raising the

profile for physical education. Consequently, the subject is well placed for future improvement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

115. Provision in PSHE was sampled but not enough evidence was gathered to make a secure judgement. The programme for PSHE is good and has many planned opportunities for pupils to develop personal responsibility, to deal with emotions and to work well with other pupils. The programme also includes sex education and drugs awareness issues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

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

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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