

# INSPECTION REPORT

## **MUNDY COFE JUNIOR SCHOOL**

Heanor

LEA area: Derbyshire

Unique reference number: 112829

Headteacher: Mr K Gibbs

Lead inspector: Doug Lowes

Dates of inspection: 22 - 24 March 2004

Inspection number: 260521

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Controlled
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
Number on roll:	157
School address:	Mundy Street Heanor Derbyshire
Postcode:	DE75 7EB
Telephone number:	01773 713427
Fax number:	01773 713427
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Karen Hutchinson
Date of previous inspection:	20/09/1999

## CHARACTERISTICS OF THE SCHOOL

This is a below average-sized junior school in Heanor. The school was classified as part of the Heanor West Ward in the 2001 Census and takes pupils principally from the locality. However, a number of parents choose to bring their children to this school from other parts of Heanor. Socio-economic data identifies that the percentage of adults with higher education qualifications as well as households with children in high social class are below the national average. The attainment of pupils on entry to the school is below the national average. There are currently 157 pupils on roll aged seven to eleven and numbers have declined from 2002 when the number on roll was 177. The majority of children enter year 3 from Corfield CE Infant School. There are more boys than girls in the school and this is particularly evident in Y4 and Y6. Pupils are grouped by ability for literacy and numeracy. There are 6 pupils identified as being from an ethnic background other than White-British. There are 3 pupils whose mother tongue is not English, and 1 pupil who is supported through EMAG, (Ethnic Minority Achievement Grant), although the PANDA, (Performance and Assessment Report), identifies 1.2% pupils whose first language is not/believed not to be English. Based on the number on roll in 2003, (166), the number of pupils entering other than at the usual time of first admission was 20, (12%), and leaving, was 3 (1.8%). The number of pupils leaving the school is low and the inward mobility figures are broadly in line with national calculations. The school is 113 years old and a new school is planned to replace the current building in 2006. The number of pupils known to be eligible for FSM (11.5%) is below the national average. Approximately 17% of pupils are on the register of special educational needs (SEN) which is in line with the national average. The percentage of pupils with statements of educational needs (3%) is slightly above the NA. 11.5% of pupils have moderate learning difficulties and 5% have emotional and behavioural difficulties. 18% are on the SEN (Special Educational Needs) register for "school action" or "school action plus". The school achieved a Health Promoting Schools Award in 2002 for the development of sex and relationship education.

The current school site is restricted for space. The playground is small but securely fenced. While the front entrance doesn't have a security lock it is monitored by CCTV. The interior of the school is brightly painted, warm, welcoming and the teachers have displayed pupils work well. The space is limited so storage is a problem as is movement particularly for older, bigger children. There is no school hall and a large classroom area has to be cleared for school gatherings such as assembly and lunch. Indoor physical education is also restricted because of this. There are no ropes and large wall mounted agility apparatus. A school hall is an integral feature of the new school design.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18480	Doug Lowes	Lead inspector	Mathematics Art and design Physical education
9883	Brian Silvester	Lay inspector	
28053	Eileen Glasper	Team inspector	English Geography History Religious education Special educational needs
32834	Gerald Pinder	Team inspector	Science Design and technology Information and communication technology Music English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a caring school, the overall effectiveness of which is satisfactory.** Many pupils begin school lacking basic skills in literacy and numeracy. Pupils' achievements are satisfactory overall. As a result of good science teaching, most pupils achieve well, and reach standards that match the national averages. In the four years prior to 2003, standards rose in English with substantial progress being made by pupils in reading and writing. In the most recent tests standards have fallen to below the national average in English and they are low in mathematics. The school has a positive ethos; it has good links with parents and with the community it serves. Despite the poor buildings and limitation in some resources the staff have found creative ways to overcome these barriers. The headteacher provides satisfactory leadership and the management of the school is efficient. **The school provides satisfactory value for money.**

The school's main strengths and weaknesses are:

- The effective involvement of the governors in the leadership of the school gives it a clear sense of purpose and direction
- The setting arrangements are largely successful but able pupils are not always sufficiently stretched
- Provision for special educational needs, science, art and religious education is good
- Teachers and classroom assistants form an effective team and behaviour is managed well in lessons
- There is a positive school ethos which is enhanced by the personal, social and health education programme and school council
- There is good development of pupils' attitudes, values and personal qualities
- Monitoring of pupils' progress is not always sufficiently frequent or systematic in lessons, over time
- Handwriting, spelling and higher order reading skills require development
- Pupils do not use and apply their knowledge and skills sufficiently, particularly with regard to problem solving
- Staff are creative in resolving the difficulties caused by the poor buildings

Improvement in the school since the last inspection is generally **satisfactory and in many areas improvement has been good.** The quality of education provided has developed with most progress being made in speaking and listening, reading skills, elements of writing, as well as science, PHSE, art and RE. The school's climate for learning continues to improve and the key issues of the last report have been tackled effectively. Pupils' spiritual, moral, social and cultural development are now good. The school's curriculum is much better now and despite the poor accommodation pupils receive a broad and balanced curriculum. Provision for SEN is now good.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

Many pupils begin school with low attainment and this was significant with regard to the 2003 group. Standards in reading are satisfactory but spelling and writing are below the national average and standards in similar schools. In particular, higher order reading skills require development. In mathematics, standards are well below the national average and those in similar schools, with few pupils attaining the higher levels. Many pupils have satisfactory knowledge of computation but they lack the ability to use and apply their skills to solve everyday problems. In comparison with all schools,

standards are in line with the national average in science but they are below, in comparison with similar schools, when grouped together by prior attainment. In the four years prior to 2003, standards rose in English and science. Analysis of pupils work, and school data relating to progress over time, confirms that from low starting points most pupils have **satisfactory levels of achievement**. The current Year 6 pupils are being set challenging tasks and are working at the right level towards them achieving their targets in the 2004 tests.

There is a strong emphasis on pupils knowing right from wrong. Pupils have a good understanding of living in a community and appreciate their own and others' cultures. Pupils' **spiritual, moral, social and cultural development are good**. Attitudes are generally good. Most enjoy school, want to learn and respond well to the staff's high expectations of them. Pupils' behaviour is satisfactory for the majority and attendance is good.

### **QUALITY OF EDUCATION**

The school provides a **satisfactory quality of education. The overall quality of teaching is satisfactory with some good features**. Learning is satisfactory and often good, but there are inconsistencies particularly with regard to provision for those who learn at a faster rate. Teachers plan lessons well and most pupils enjoy them and speak with enthusiasm about their achievements, their learning and what it means to them to be a pupil at the school. Teaching and learning is well supported by effective classroom support assistants.

Despite the limitations of the accommodation, the school provides a sufficiently broad and balanced curriculum, that is enriched by good lessons in PHSE as well as RE. The care, guidance and support given to pupils are good. The school has established good links with the community and partnerships with parents are generally good.

### **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are satisfactory overall, and the work of the governors is good**. The governing body complies with all statutory requirements. The headteacher's leadership is positive and purposeful and focused on motivating staff and pupils. The governing body works in close harmony with the headteacher and staff and makes a major contribution to the leadership of the school and its direction. The school is organised efficiently and managed effectively.

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

Parents generally have good opinions about the school. The response to the questionnaires was good and parents were positive about the school's work. A small number were concerned about behaviour issues and appropriate levels of homework. The inspection upholds parents' views that where behaviour issues arise, outside of the classroom, they are not always well addressed. Pupils enjoy school and what it has to offer them. A number of pupils said that other children do not always behave well.

### **IMPROVEMENTS NEEDED**

Building on the current improvement strategies, the school should continue to raise standards through:

- Implementing a consistent approach to the teaching of handwriting and spelling throughout school
- Providing more opportunities for pupils to develop their reading and comprehension skills to a higher level
- Giving increased opportunities in mathematics for pupils to talk about their work and become confident in using and applying their number skills in solving problems
- Improving the levels of challenge for more able pupils
- Using consistent and regular assessments in lessons, to monitor how well all pupils are progressing
- Developing a senior management team which actively motivates staff and pupils towards achieving their best and which regularly monitors teaching and learning towards improving the quality of provision and challenge in subjects
- Teachers ensuring that time in lessons is used effectively to provide sufficient opportunities to enable pupils to make appropriate progress and achieve as much as possible

- Challenging the culture of erratic and inappropriate behaviour exhibited by a minority of pupils at lunchtime and breaks which is a concern for some pupils and parents



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

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects and courses**

From low starting points pupils are attaining satisfactory standards in science and English but in mathematics standards remain low. Achievement is satisfactory overall. Pupils of both sexes achieve at similar rates in English and science but girls marginally outperform boys in mathematics. Pupils with special educational needs achieve well.

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

- Pupils achieve well in science and art
- Standards in Personal Social Health Education and Religious Education are good
- Pupils have generally good attitudes to learning
- Standards in mathematics remain low
- Pupils with SEN achieve well
- In some lessons more able pupils are insufficiently challenged to attain higher standards
- Co-ordinators of mathematics and English do not have sufficient opportunity to monitor lessons to evaluate strengths and weaknesses in the teaching and in pupils' learning
- Low standards in handwriting and spelling are holding back some pupils' progress, notably in English and the humanities
- There are too few opportunities for pupils to apply their skills through problem solving in mathematics
- Lengthy introductions to lessons reduce the time for pupils to apply their skills
- Overall, pupils' reading and comprehension skills are underdeveloped

#### **Commentary**

1. In national tests at the end of Year 6 in 2003, when compared with all schools nationally, standards were identified as below average in English at Level 4 and well below in mathematics. Standards in science were broadly average. In mathematics few pupils attained the higher levels, while in science a significant number achieved this. When compared with schools in similar contexts standards in English and science were below, while standards in mathematics were well below. Standards have declined from the results of the previous year when standards compared with all schools, in English and science were above the national average and broadly in line for mathematics. Until the current year, trends have risen steadily in English and science but the trend in mathematics has been one of general decline with the exception of results attained by pupils in 2002. When taken together over the past five years the trend in the school's average National Curriculum points for all core subjects was close to the national trend.
2. There are some features unique to the school which contribute to the profile of attainment in subjects at the end of Year 6. Until recently science has been co-ordinated by an experienced advanced skills teacher. Her secure knowledge and subject leadership have had a positive effect on teaching and learning across the school. The opposite can be said of mathematics. The school does not have a mathematician on the staff and some teachers lack confidence in teaching this subject. The current mathematics co-ordinator, although enthusiastic, has only recently taken over the role of subject leader and time will be needed for her to develop her subject knowledge and skills to securely raise standards here.
3. The performance of the current Year 6 based on the school's evaluation of pupils' attainment on entry in 2000, and on their progress year on year, identifies that the majority are on track to meet the school's target of 80 per cent level 4 or above in English and 75 per cent level 4 or above in mathematics. To achieve these targets nine per cent of the current Year 6 pupils need to make accelerated progress in mathematics, three per cent in reading and twelve per cent in writing. The headteacher has identified that the annual fluctuations in standards in recent years are down

to variations in cohorts of pupils. However, the school has appropriately identified the need to ensure all pupils, including the less able, make consistently good progress across the key stage. During the inspection, scrutiny of pupils' work identifies that standards are generally improving and that the school priorities are to improve pupils' skills in handwriting, spelling, comprehension and problem solving. Given the low starting points, particularly in mathematics and writing, achievement for many is satisfactory overall. The school's thorough tracking system based on the QCA model identifies that Year 5 are on course to outperform the current Year 6 next year with improvements being made in mathematics and significant improvements being made in writing.

4. Local Education Authority data identifies that when compared with other schools in Derbyshire, the school's outcomes in 2003 were broadly average in writing and science but below in reading and mathematics. However, pupils make better than average progress in English, mathematics and science when compared to other schools in the county. There has been an upward trend in English since 1999 when pupils achieved 25 per cent level 4+. In 2003 pupils achieved 65 per cent level 4+ in English.

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

Standards in:	School results	National results
English	67 (81)	75 (75)
mathematics	58 (72)	73 (73)
science	85 (85)	87 (86)

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

5. Many pupils enter Year 3 with knowledge and skills in English and mathematics which are below the national average. Younger pupils' proficiency in handwriting and spelling are low and many are unable to use capital letters and full stops. In mathematics, although many have satisfactory computation skills, they lack the confidence to apply their expertise to solve problems. Inspection findings identify that current standards in writing, spelling and mathematics in Year 3 are below average. However, discussions with pupils during the inspection, and through looking at their work, identify that older pupils have made progress in these areas and many in Years 5 and 6 are on track to meet the national average in the 2004 and 2005 tests.
6. Both literacy and numeracy are satisfactorily led and managed by the co-ordinators and the headteacher. However, in mathematics the co-ordinator is new to the post and is only beginning the process of monitoring the quality of teaching and learning. Additional assistance and guidance provided by the LEA's numeracy consultant has been successful in supporting improvement in this subject. However, some teachers continue to lack confidence in teaching mathematics, and are uncertain about how much knowledge pupils have, which is slowing up the rate of progress made by some pupils. The setting arrangements have had a positive impact on enabling pupils of similar abilities to learn at an appropriate rate. However, within these arrangements more could be done to challenge able pupils and those who learn at a faster rate.
7. Pupils with special educational needs achieve well and make good progress. Detailed records are kept throughout the year for these pupils and staff spend considerable time finding out about what their pupils know and can do before setting targets for them.
8. Standards in reading are broadly average but standards in spelling and handwriting, particularly in the lower school, are below average. Progress in spelling is unsatisfactory because strategies for tackling words are not taught to help pupils learn spelling skills for themselves. The school lacks space for an adequate library and because of this pupils have limited opportunities to carry out research through exploration of books and their library skills in general are underdeveloped. Many pupils lack higher order reading skills, the ability to interrogate texts and review their reading through providing a clear opinion. Standards in science are broadly average across the school and pupils' progress and interest is maintained through the strong focus on scientific enquiry and

teachers' confidence and knowledge. This subject has been successfully promoted and developed over time by an advanced skills teacher. However, in mathematics standards in problem solving and application are below average and these skills are not as strong as pupils' computation skills. The current school priorities are clear towards improving standards and developing pupils' skills in spelling, handwriting, reading and problem solving. The current Year 6 cohort of pupils are on track to achieve their end of key stage targets.

9. By Year 6 standards in science, PHSE and RE are good. In ICT and all other subjects where a judgement could be made, standards are broadly average.
10. Boys are generally achieving as well as girls but girls perform marginally better in mathematics. Most pupils have good attitudes towards work and their behaviour is also good overall which is enabling teachers to focus on raising standards. Pupils of lower ability are, in the main, achieving well. This is largely due to the considerable support they receive within school through the school's SEN programme. However, able pupils are not achieving as well as they should or making the expected gains towards the higher grades in English, mathematics and science.

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

Pupils have good attitudes to school. Pupils' spiritual, moral, social and cultural development are good. Their personal development is good and there are good relationships between pupils and staff. Pupils' behaviour is good in lessons and generally satisfactory around school. Attendance is good.

### **Main strengths and weaknesses**

- Pupils have good attitudes to work
- Pupils have good understanding of right and wrong
- Attendance is good
- Spiritual, moral, social and cultural development is good
- While behaviour is generally good in lessons, at other key times of the day, a minority of pupils demonstrate inappropriate behaviour
- Inappropriate behaviour is not consistently managed at key times of the day, particularly lunchtimes
- Pupils are very polite

### **Commentary**

11. Attendance has improved since the last inspection and is now good. Systems are in place for parents to notify school of a pupil's absence and if this fails, the school telephones to check on the situation. Pupils are punctual and rewards are given at the end of the year for 100% attendance. There have been no exclusions and no unauthorised absences in the last school year. Authorised absences are currently 3.86%. This is below the national average.
12. Pupils like their school and are generally polite to each other, adults and visitors. They enjoy a range of activities. The majority behave well in lessons. Pupils take responsibility as prefects, monitors, listeners and class and school council representatives. They are responsible for equipment at lunchtimes and monitor corridors and classrooms at break. While bullying and racist incidents are rare, when they do occur and are reported, they are dealt with quickly and effectively by staff. Pupils generally form constructive relationships with each other and work co-operatively. They show respect for the teachers and classroom assistants and for school equipment. However, a minority of pupils demonstrate erratic and inappropriate behaviour particularly at lunchtimes. During these times, some pupils were observed by inspectors, running when told not to, pushing others and generally exhibiting little respect for midday supervisors. This behaviour not only flouts school rules but also creates health and safety problems. A significant number of parents and pupils raised concerns about such behaviour in their questionnaires. Evidence from the inspection, having observed inappropriate behaviour at first hand, upholds these concerns as well as the view that more should be done to rectify inappropriate behaviour. In lessons most pupils are confident, have good attitudes and behave

well. The school works hard to develop pupils' self esteem and encourages them to persevere at all times. Pupils are tolerant and supportive of pupils with SEN and show respect for their contributions. Variety in the way lessons are presented stimulates pupils' interest in learning. Expectations are appropriate for the majority of pupils, but not sufficiently challenging for more able and faster learners.

13. Provision for pupils' spiritual, moral social and cultural development is good overall. The school promotes racial harmony with its multicultural work linked to all curricular subjects. PHSE is a clear feature of the school's provision and is linked closely with RE. There is a strong focus on spirituality, which is developed in many lessons, as well as circle time and PHSE, where pupils are encouraged to reflect quietly. During these times pupils co-operate fully, show respect for the feelings of others and learn to understand the values and beliefs that differ from their own. Moral development in the school is good overall with pupils developing a clear understanding of right and wrong. Some pupils get upset when others misbehave and they like to know that teachers will deal with problems. Most say that they feel comfortable going to an adult in school if they have a problem. In history and geography lessons they learn about the responsibility of living in a community and how actions can bring about changes that affect others. They have a good understanding of their own culture.

### Attendance

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

Authorised absence	
School data	6.3
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

### Exclusions

There have been no exclusions in the last school year.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education overall, the curriculum is sufficiently broad and balanced and is enriched by personal, social and health education. The care, guidance and support given to pupils are good. Links with the community and partnerships with parents are also good. The leadership and management of the school are satisfactory but the accommodation is generally poor.

### Teaching and learning

The quality of teaching and learning in the school is satisfactory overall but with many good features and this shows a degree of improvement since the last inspection.

### Main strengths and weaknesses

- Teaching assistants provide consistent and effective support
- Teaching is interactive and has a positive impact on learning
- The school's approach to the teaching of pupils with SEN is a strength
- Teachers' planning and the identification of learning objectives are clear and consistent
- Use of strategies such as accelerated learning and brain gym have a significant impact on learning
- Insufficient opportunities for pupils to develop and broaden and deepen their reading skills
- Insufficient differentiation within lessons to assist able pupils to be challenged further
- Relationships are good and teachers use praise to encourage pupils

- Science is generally taught well
- Day to day assessment is insufficiently consistent to respond to pupils individual needs
- Too much time given to introducing lessons at the expense of pupils' practising and using their skills and understanding

## Commentary

### Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	13	12	2	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons;*

14. Pupils make satisfactory progress in most lessons, and in many progress is good. Pupils with SEN make good progress and achieve well. Despite the lower than average attainment on entry, the quality of teaching enables these pupils to make good progress and achieve well. Good teaching was identified in English, science, PE, art and geography where teachers are confident and their subject knowledge is secure. In the best lessons pupils work at a good pace, acquire new knowledge and skills, concentrate for long periods and increase and deepen their understanding. Achievement is less secure in mathematics where some teachers lack confidence to use effective strategies to challenge and motivate pupils and bring about sufficient gains in their learning.
15. Teaching methods are varied and at times inventive. The best lessons lead to a high level of interest and engagement from pupils. Lessons are generally well planned and most teachers have a good understanding of the subject material they are teaching. This is clearly the case in science where, until recently, an advanced skills teacher has had a significant and positive impact on teaching strategies. Some teachers lack confidence in particular subjects, often mathematics, to provide sufficient challenge for pupils and to move their learning on. The teaching assistants are skilled and confident in their role. They strengthen the teaching throughout the school and provide additional targeted support where needed. Often they are instrumental in maintaining positive relationships and harmony within groups and, in particular, they make a significant contribution to the learning of the least able pupils. However, their work could be focussed to have even greater impact, because in some lessons teaching assistants remain passive observers for periods of time while teachers introduce a subject or teach the whole class. All staff work hard to help children feel secure, gain confidence and develop their communication skills. Adults working with children are skilled in helping them to co-operate, persevere, develop their ideas and extend their thinking.
16. The setting arrangements are usually effective in meeting the needs of the majority of pupils in literacy and numeracy. Teaching is generally well planned and structured. In the best lessons, teachers know their pupils well and generally target work to meet their needs. Most teachers follow the "three-part" structure of the National Literacy and Numeracy Strategies to good effect. However, where introductions are overly long, the "three-part" structure is less secure, allowing insufficient time for some pupils to make adequate progress in the middle part. A key factor which enables pupils to make good progress is the range of effective questions asked by all staff.
17. The school's systems for assessing and tracking pupils' progress over time are thorough. General targets are agreed by teachers as a result of analysing a range of assessment data. Monitoring and evaluation strategies are clearly identified within the "School Approach to Quality Assurance" document. However, the quality of teachers' daily assessment strategies varies. Although work is regularly set and marked by teachers, the planning of the next stage of learning does not always respond to individual needs. Because of this some able pupils, who grasp concepts quickly, are not being challenged further or moved on in their learning. In some lessons

the pace is too slow to ensure that all pupils learn as much as they are capable of absorbing. In a number of classes lesson introductions are over long, particularly in the core; this means that pupils lose concentration and in a minority of lessons, time is lost through inattentiveness and restlessness on the part of pupils.

18. Where ICT is taught as a discrete subject, teaching is well organised and pupils make good progress. Pupils were able to input information into a spreadsheet program and explain terms such as 'row' and 'column'. They were able to learn from each other, and technical vocabulary was used correctly. More able pupils worked independently and at a faster pace. Analysis of work shows that the pupils learn to use a wide variety of applications of computers including spreadsheets, databases, presentations and control. Most pupils are familiar with the internet and how it can be used to find information. Younger pupils learn to import pictures, change font sizes and colours and use branching database programs. However, analysis of work and talking to pupils shows that they could produce more work in ICT.
19. The teaching of pupils with SEN is well planned, enthusiastic and challenging. The specialist support for these pupils is an effective mixture of withdrawal for small-group teaching and class support. The planning is shared between the class teachers and specialist staff regularly. This enables teachers and support staff to work effectively in harmony towards helping pupils with SEN to achieve their objectives. Assessment information is used well by staff to enable them to track the progress being made by pupils with SEN and to allow changes to be made to the teaching where needed. Detailed records are kept throughout the year and staff spend considerable time finding out about what pupils know before planning targets for them. The teaching assistants work extremely hard to support pupils with SEN and are effective as a team in enabling pupils to make good progress in their learning.
20. Teachers set homework for pupils on a regular basis, especially reading and spelling for younger pupils and research projects for older pupils. The homework supports pupils' overall progress as they move through the school and is valued by parents as a mechanism for enhancing their children's learning.
21. Generally work is marked regularly and comments and feedback guide pupils to understand the quality of what they have produced. There is a high level of praise and encouragement given in the marking strategy. In the case of the majority and in particular the lower ability pupils, teachers know what pupils have accomplished and planning is based upon this information. For example, the needs of pupils with SEN are well identified at an early stage and written up in effective Individual Education Plans. Within these plans the targets set for each pupil are attainable and identify achievement criteria, resources, class strategies and ideas for support. Generally, teachers tell pupils how well they are doing and effectively use this information to help set further targets.

## **The curriculum**

The school provides a satisfactory curriculum which offers breadth and balance to pupils. Opportunities for enrichment are good, but the accommodation is poor and some resources are unsatisfactory.

## **Main strengths and weaknesses**

- There is good planning to reinforce links between subjects
- Provision for pupils with special educational needs is good
- The school is inclusive enabling all to access the curriculum
- Educational visits and visitors to the school are used to enrich the curriculum
- The school building is of an old design, and space is very restricted, which prevents some aspects of the curriculum being taught as effectively as they should be
- Some teachers lack confidence and proficiency with the mathematics curriculum
- Provision for ICT is barely adequate due to there being insufficient computers

- Provision for personal, social and health education is good

## Commentary

22. Teachers plan a good range of work for their classes and lessons now meet statutory requirements for the National Curriculum and religious education. In their planning, teachers look for opportunities to develop basic skills or knowledge of facts from one subject while they are teaching another. This makes the work meaningful for the pupils and motivates them to do well. For example, in one design and technology lesson pupils were learning sewing stitches and they reflected and talked about how much time Victorian people must have spent sewing, without the modern distraction of television. Written work in history and geography develops pupils' English skills, and science work supports mathematical development. Teachers have also introduced accelerated learning techniques such as refreshing exercises and regular drinks of water; these are having a positive effect.
23. The provision for pupils with special educational needs is good and a strength of the school. The statutory aspects of SEN are clearly documented, involve parents and are regularly reviewed. There are good Individual Education Plans with clear and attainable targets to enable pupils with SEN to engage effectively with the curriculum. The curriculum is well matched to pupils' needs identified in their IEPs (Individual Education Plans) Work is modified so that pupils cover the same areas of learning, as the rest of the class others. Good cross-curricular links helps SEN pupils to transfer basic skills to other subjects. There are some resources specifically for SEN pupils, but more could be achieved with better provision of computers.
24. All pupils are included in all aspects of the curriculum. For example, the school works hard to include a pupil with disabilities and others for whom English is an additional language. Classes are now setted for English and mathematics which helps teachers provide appropriate work for most children. Within these groups, and in other subjects such as science and I.C.T. there are insufficient opportunities for the most able, and those who learn at a faster rate, to extend their knowledge, skills and understanding.
25. 'Circle time' is a feature of the week in all classes. Pupils discuss issues such as co-operation, personal feelings and making decisions over difficult issues. These lessons are effective in building confidence and helping pupils learn to co-operate together. A 'Global Education' project shared with other schools has been a particularly worthwhile initiative, with aspects of personal and social education, R.E. and geography featured in it. A 'show and tell' assembly is held each week in which pupils celebrate their successes. There is also an emphasis on health issues, the school gaining a Healthy Schools' Award in 2002. The work for this was focused on sex and relationships education, and the school also works hard to promote drugs education and healthy eating habits, as when competitions were held for the healthiest lunch box on some 'fruity Fridays'.
26. Older pupils are prepared well for the transition to secondary school. Links with Heanor Gate Science College are strong and there are numerous opportunities for visits and interchange of staff, as for example on special science and I.C.T. days. Older pupils are confident about the eventual transition.
27. The school has a satisfactory range of clubs and activities for pupils outside the school day. These include football for boys and girls, performing arts, science and book clubs. There was no instrumental tuition offered at the time of the inspection. Visits support the curriculum well, and pupils recall history trips to Elvaston and Tamworth castles. Upper juniors had visited the Police Station, and seen a good example of a database as a policeman explained how they are able to find records of criminals. The school uses local businesses effectively to support learning as when the pupils designed bread rolls in design technology lessons: the best one was later sold weekly in the local baker's. Visitors, such as a theatre company and a paramedic, also add interest to school work. School events like the Christmas play held in the church also generate enthusiasm among the pupils, besides being very well received by parents and the community.
28. The school is adequately staffed, and teachers have a good range of qualifications and experience. However, there is a bias overall towards skills in English, humanities and arts, and



less expertise in mathematics and information technology. The teaching assistants are self motivated, and work effectively with the teachers, supporting learning and managing behaviour well.

29. The school building is old and somewhat cramped. It lacks an assembly or P.E. hall; as a result furniture must frequently be moved for assemblies and at lunchtimes, which disrupts lessons. The lack of space means that there is also no central library. There are not enough library books which clearly restricts pupils' development of research skills and pupils' reference skills are not as well developed as they should be as a result. There is insufficient space to display pupils' work in a sensitive and positive manner. Games lessons take place either in the playground or across the road in an open green space. There are plans for a new school building in two years' time.
30. A number of the teaching resources are old and worn. However, there is plenty of science equipment and mathematics resources. Although efforts have been made to improve software for computers, there are relatively few computers, due to the constraints of space. All available ICT equipment is used imaginatively to enable pupils meet the requirements of the ICT curriculum. However, as a result of these limitations, opportunities for pupils to develop their skills and make progress in ICT is restricted.
31. In the pupil' questionnaire, the majority identified that lessons are interesting and fun and that they find out new things. There has been good progress on the curriculum since the time of the last inspection. There is appropriate planning and coverage for all the subjects now, and basic skills in art, design and technology, and music are better developed.

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

The care, welfare and health and safety provision for the pupils is good. The support, advice and guidance given to pupils are satisfactory. The involvement of pupils through seeking, valuing and acting on their views is good.

### **Main strengths and weaknesses**

- The school has good arrangements for the induction of pupils.
- Staff encourage pupils to become mature and independent.
- The involvement of pupils in the life of the school is effective
- The school entrance is not sufficiently secure, although in their classrooms the pupils work in a safe and secure environment.
- The school encourages healthy eating
- The school does not have a fully qualified first aider on the staff

### **Commentary**

32. Staff are aware and knowledgeable about the emotional, physical and social needs of their pupils. Health and safety procedures are in place to ensure pupils work in a safe and secure environment. Regular health and safety checks of the buildings and grounds are made. Risk assessments are carried out and properly recorded.
33. The school achieved a Health Promoting Schools Award in 2002 for the development of sex and relationship education. Healthy eating is also encouraged through such initiatives as 'Fruity Fridays', 'Healthy Tuck Shop' and 'no sweets at discos'. Staff are aware of the pupils' dietary needs and any health concerns. The school has good links with specialised services, like Social Services. The school has a child protection policy and the headteacher, who has received the necessary training, is responsible for its implementation. The headteacher speaks to staff about the child protection procedures but they have not received formal training. All staff have basic first aid training but there are no fully qualified first aiders. The school has some CCTV but the main entrance door to the school is not sufficiently secure.

34. Most pupils join the school from the Corfield Infants School. Their induction into the school is good. Pupils visit prior to entry and there is a meeting for parents. Pupils participate in joint services at the local church. There is a good interchange of staff and records to ensure a smooth transition of pupils into their new school.
35. The pupils' views of the school are good. However, in the pupils' questionnaires, 17 per cent state that there was not an adult to go to if they were worried at school. This was not supported by the pupil interviews during the inspection week.
36. Most pupils transfer to the Heanor Gate Science College. Year 6 pupils spend several days in the college, prior to transfer, studying subjects like science and French, and getting acquainted with their new surroundings. There is a good interchange of information and records between the two schools. Parents are fully involved and informed.
37. The personal development of the pupils is monitored by their class teachers and referred to in their annual reports. It is also recorded in the pupils' Record of Achievement. Staff encourage pupils to become more mature and independent.
38. The involvement of pupils in the life of the school is good. The school council has recently been formed and is looking at ways of improving the playtime provision, amongst other topics. There are also class councils and the views of pupils are listened to by staff towards making improvements. Pupils elect the officers of the class council and the school council. The local mayor visited to speak about democracy, representation and elections, which enhanced the pupils' understanding of citizenship.
39. The school's performing arts group sings for parents and at a local home for old age pensioners. The pupils help raise money for a number of charities, including the Samaritans and the MacMillan Cancer Trust.
40. Overall, the educational and personal support and guidance offered to pupils is effective in raising their achievement.

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

The effectiveness of the school's links with parents is generally good. The links with the local community are good. The school's links with other schools and colleges are good.

### **Main strengths and weaknesses**

- Regular, informative monthly parental newsletters.
- Homework diaries used as a vehicle of communication between school and home.
- Close links with local churches and clergy.
- Regular parental questionnaires.
- Links with Heanor Gate Science College.
- Some parents have concerns about inappropriate behaviour and homework.
- A significant minority of parents do not help their child at home.
- Although pupils' annual reports are full and detailed, the identified targets do not always clearly tell parents what their child needs to do next.

### **Commentary**

41. The school sends out regular, informative newsletters monthly. The pupils' homework diaries are used effectively to encourage productive links between school and home. Parents are informed termly of the topics their child will be studying. Homework is supplied regularly but a minority of parents is not happy with the provision and with the quality of written reports. Although many reports contain a lot of detail, they do not always clearly tell parents what their child understands and needs to do to improve in each subject. They do not always communicate

clearly with parents about pupils' targets for learning, are not specific enough and often refer to 'trying harder', and 'do not make mistakes'. There are three parents' evenings a year, all of which are well attended.

42. In the parental questionnaire, other written comments from parents and observations made at the parents' meeting, a significant number had concerns about bullying and inappropriate behaviour of some pupils in school. The school surveys parental views regularly. However, these concerns have not emerged in the parental questionnaires the school carries out nor was it raised by parents spoken to during the inspection week. While no bullying was observed during the inspection, a minority of pupils demonstrated erratic and inappropriate behaviour particularly at lunchtimes. During these times, some pupils were observed, running when told not to, pushing others and generally exhibiting little respect for midday supervisors. Having observed inappropriate behaviour at first hand, the inspection findings upholds the concerns raised by parents as well as the view that more should be done to rectify inappropriate behaviour at key times during the school day.
43. The PTA is successful but lacks parental volunteers for its committee. The PTA organises a wide range of events, like an Autumn Fair, Christmas Concert, bingo and discos. The money raised is used for a trip to the pantomime, Christmas presents for the pupils, computer software and books for the leavers.
44. Links with the main receiving Heanor Gate Science College are good. Year 6 pupils spend several days in the college, prior to transfer, studying subjects like science and French and getting themselves acquainted with their new surroundings. There is a good interchange of information and records between the two schools. Parents are fully informed and involved.
45. Links with the main feeder school, The Corfield Infants School, are also good. Pupils participate in joint services at the local church. Mundy School has a link with a local Beacon school which contributes to teacher assistant training. Teacher trainees, from the University of Derby, come into the school for teaching practice.
46. The school has the confidence of all communities in the locality. The school has close links with local churches. Local clergy regularly come into school to take assemblies. The school uses the local church for Christmas concerts, the leavers' service and the Harvest Festival.
47. Representatives from Alfreton Town Football Club and central soccer schools come into school to give football coaching. Year 6 pupils receive coaching from the Derbyshire County Cricket Club. The school receives sponsorship for its football kit and a local bakery was involved when pupils had a bread making competition. Pupils visit the local police and library. Groups such as the 'Jack in the Box Theatre Company' and 'Christians in Derbyshire' visit the school.
48. The school's links with its community and local schools and colleges are good. This has a positive impact on the achievement of all pupils.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are satisfactory overall. The headteacher's leadership is firm, competent and committed and the staff work together as a team. The management of the headteacher and his senior staff is satisfactory. There is an up-to-date management plan, based on self-evaluation, which outlines the school's priorities and development. The work of the governing body is good. The governing body positively influences the direction of the school and its policies through challenge and support and makes a significant contribution to the leadership of the school. The school is organised efficiently and managed effectively

## Main strengths and weaknesses

- The direction set for the school by the leadership team and governors has effectively addressed the issues identified in the previous inspection report particularly in providing a broad and balanced curriculum
- The governors have a strong commitment to the school and a clear understanding of its strengths and weaknesses
- The positive leadership of the headteacher effectively motivates staff and pupils and provides a strong sense of purpose
- Induction strategies for new teachers are good
- Leadership of SEN is good
- The school is honest in the self-evaluation it undertakes and is using the findings effectively.
- The performance management of staff is thorough
- Financial management of the school is efficient
- The senior management structure is currently too insecure to support the leadership
- Subject leaders do not have sufficient opportunities to monitor and evaluate teaching and learning to raise standards

## Commentary

49. The governing body makes a major contribution to the leadership of the school and to shaping its direction. Although some governors are new, the body is fully committed to supporting the staff and is involved in strategic planning and in formulating policies. Governors are active and keep in close touch with the school's work and this cements the partnership between the school and the governing body into an effective and harmonious team. Regular sub-committee and full governing body meetings are held at which the work and direction of the school are evaluated. Governors are well aware of the school's strengths and weaknesses and deal with them openly and frankly, contributing fully to the development planning. They act as a critical friend to those involved in the day-to-day management of the school. The accommodation remains poor but the governors have been instrumental in working towards the creation of a new school and this will be realised in 2006. Performance management procedures are taken seriously by the governing body and are monitored closely.
50. The leadership and management of the school are satisfactory which reflects the findings of the last report. However, improvements have been made since the last inspection and standards have risen in English and science. The headteacher and staff form a hard working team which is committed to the well-being of pupils and raising standards. The headteacher is positive and focused on inspiring and motivating staff and pupils to do their best. However, the school does not operate with a deputy headteacher and the current senior management structure based on senior teachers does not sufficiently support the headteacher in his role. The headteacher and staff have established clear school improvement objectives with a strong emphasis on challenging low attainment and raising standards in English, mathematics and science. The staff work hard as a team, share a common sense of purpose and make an effective contribution to the school's goals and values. Relationships are very positive.
51. The school has a detailed management plan which encompasses clear priorities which have developed from self-evaluation. The school's aims are appropriate and the school is particularly effective in promoting those linked to pastoral care and support of pupils, particularly those with special educational needs. Since the last inspection, and despite the limitations of the accommodation, the school now provides a broad and balanced curriculum. The school regularly reviews its performance, including teaching, and critically evaluates its effectiveness. Standards have declined in the most recent end of key stage tests, from the previous year where they rose from a low base. However, the headteacher has a rigorous pupil tracking programme in place and has identified the most recent dip as being due to a low attaining group of pupils.
52. The school is organised efficiently and managed effectively. Essential functions are covered well and procedures are not unduly bureaucratic. Some key members of staff are relatively new to

the school and their posts and as a result some policy development and subject monitoring are relatively recent. However, all teaching staff are clear about their roles, responsibilities and personal objectives and have ready access to guidance, support and relevant training. The delegation of responsibilities is even-handed, taking account of staff experience, subject and school requirements. The evaluation processes are open and realistic about existing strengths and weaknesses. The leadership team is clear about what must be done to raise standards and the current in-depth assessment strategies identify that the school is on track to reach its targets in this academic year.

53. The last inspection identified monitoring as an issue. Although monitoring does take place, it is ad-hoc and the impact does not have sufficient impact to raise standards in all subjects. Current monitoring is being carried out largely by the headteacher rather than subject leaders. The senior management team is presently undergoing a period of transition due to the retirement of a senior teacher, while another is new to post. The headteacher is in the process of creating a senior management structure which is confident and effective in its support of the school leadership. This structure needs to be established with some urgency to secure high standards and to enable the rate of school improvement to speed up. Towards raising standards, subject co-ordinators need more opportunities to monitor and evaluate teaching and learning on a regular basis.
54. Leadership of SEN is good. The SEN policy and code of practice are in place and governors are involved in monitoring and attend reviews of Individual Education Plans (IEPs). Reviews take place every term and statements of special educational need are reviewed annually or sooner if necessary. The views of parents and pupils are considered alongside those of teachers and other agencies. Records are kept up to date. There are good links with outside agencies and advice from these is used effectively to support learning. The Special Educational Needs co-ordinator provides good support for staff and seeks advice from other experts when needed. The IEPs are written jointly with the class teachers, but the targets sometimes need to be more specific and measurable to be fully effective. .

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	332,232	Balance from previous year	52,313
Total expenditure	290,295	Balance carried forward to the next	41,937
Expenditure per pupil	1,749		

55. Finances are managed efficiently and in this the headteacher is supported by an effective office manager. She monitors variation in expenditure, carries out a regular review of expenditure and effectively advises the headteacher and the chair of the finance committee. Arrangements for the control, monitoring and review of the school budget are good. Subject managers and phase leaders are responsible for the administration of their own budgets, and priorities for expenditure are appropriately linked to the areas of development identified in the improvement plan. The deployment of resources is discussed and agreed with governors. The school makes good arrangements for the day-to-day administration of its finances, and receives strong support from the local authority when seeking advice on value for money in securing contracts or supplies. The school provides satisfactory value for money.

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

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

The quality of provision in English is **satisfactory**

Pupils arrive at the school still printing and a significant number have reading difficulties and although they speak confidently some have low writing and spelling skills. From relatively low starting points and through effective support and teachers' planning, pupils make good progress over time

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

- Progress in lessons and over time from Year 3 to Year 6 is good
- The school provides a wide and varied curriculum
- English skills are well used in other subjects
- Pupils with SEN are well supported and make good progress
- Library facilities and teaching of library skills are unsatisfactory
- Handwriting skills are not sufficiently well taught

#### **Commentary**

56. The inspection in 1999 found standards to be below national averages for pupils aged 11, with pupils making better progress in handwriting, spelling and extended writing. Speaking and listening, reading and writing have improved since the last inspection and by the end of Year 6 standards are now in line with expectations. They are below average in spelling and handwriting. When pupils enter Year 3 a significant number have difficulties especially with writing and spelling and many are unable to use capital letters and full stops confidently. The majority of pupils enter school still printing and with poor spelling strategies. Assessments are carried out by the teachers on entry and a programme of support is introduced for those who need it. This comprises assessments and support worksheets and ideas for follow up work. Although time consuming, this is an effective strategy in addressing basic skills and in enabling pupils to catch up.
57. Progress generally is good from the early low attainment and this is because teachers plan effectively and SEN pupils are well supported with appropriate work at their level. Classroom assistant support is provided for SEN pupils which is effective in keeping them on task and providing support for their learning. In speaking and listening, progress is satisfactory as pupils listen to the teacher and most respond well. They show respect for the views of others when they discuss their work in pairs or small groups. Pupils speak with confidence and demonstrate their understanding of speaking for different audiences. Pupils however do not always have sufficient time to explore ideas verbally before writing. This is because some teachers spend too long on the whole class introductory part of the lesson leaving insufficient time to complete the task. The school provides opportunities for discussion at circle time and in the school council, but these are quite new innovations. More opportunities need to be provided for pupils to speak and express themselves, building on the work done so far, so that all pupils benefit.
58. Progress in reading is satisfactory. Pupils can read with expression, understand the meaning and can discuss characters, their characteristics and actions. Due to the effective way reading is taught, most older, as well as younger able pupils, can infer and paraphrase effectively. The less able pupils can use contextual clues to help them read unknown words. SEN pupils make good progress in reading because additional materials and time are allocated to support them. A significant number of pupils do not read to an adult regularly at home and this slows their progress. Higher attaining pupils would benefit from more rigorous questioning of the text in reading; for example through providing opinions about characters and exploring their motives and

their empathy with the story. Greater opportunities to interrogate books would enable more pupils to improve their comprehension, research and inference skills. All pupils carry out book reviews, but these are largely fiction books and offer little challenge for the majority of pupils. More opportunities for reading non fiction books should be made to provide wider experience in reading.

59. Progress in handwriting is unsatisfactory. This is because skills are learnt in handwriting lessons but these are not transferred to other lessons and pupils revert to printing. Progress in spelling is unsatisfactory because strategies for tackling words are not taught to help pupils learn spelling for themselves. They are too dependent on phonic skills and this lets them down in the irregular spelling common in English.
60. Teaching is satisfactory overall. The best lessons are well planned and imaginative teaching maintains pupils' interest. Pupils experience interesting work which includes diaries, notes, extended stories and factual accounts, poetry and reading book reviews. Effective support mechanisms are introduced, for example writing frames, and these help pupils to plan and carry out their writing effectively. Teachers regularly assess pupils' progress and attainment and this helps them to provide work at an appropriate level. Teachers use brain gym and accelerated learning skills to help keep pupils interested and motivated and this has a positive effect on pupils. In some lessons the work is sometimes too easy for the faster, more able pupils. In some lessons there are insufficient opportunities for pupils to practise their handwriting skills and strategies to enable pupils to improve their spelling are not taught well enough.
61. The National Literacy Strategy has been implemented, but at times is used too rigidly. This means that too much time is spent by teachers explaining and teaching the whole class, when some pupils have already grasped the idea and are ready to begin working independently. This slows the progress of the more able faster learners. The school recognises that this process needs to evolve to meet the needs of pupils more efficiently.
62. Library skills are poorly developed. This is because pupils have little opportunity to practise these as the school has no room for a dedicated library. This hinders their learning in a number of ways. It inhibits their independent learning, their research skills and it hinders their choice of books and topics as they cannot easily see or identify books on the shelves.
63. Pupils' attitudes to work are good. The majority respond well to instructions and work hard. They like their lessons and complete their homework. However this is not always marked and is not always referred to when it has been completed. Teachers regularly mark work in books, but not all teachers write comments that help the pupils know how to improve their work. Learning objectives are made clear at the beginning of each lesson and this helps pupils to focus on what they will learn.
64. The leadership and management of English are satisfactory. The subject co-ordinator has good subject knowledge and has introduced good assessment procedures and good intervention for less able pupils. She monitors teachers' planning, looks at samples of work and she has provided a useful portfolio of annotated work to help teachers plan work suited to the pupils' needs. However a better understanding of standards of teaching would be achieved if she monitored classroom teaching to identify good practice which could then be shared.

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

65. There is good use of English across the curriculum through good links made in history, geography, science, mathematics, art, design technology and RE. Skills learnt in English are generally used to develop writing in other subjects. Pupils use diaries, notes, writing frames and can draft and redraft their work. However handwriting skills learnt in English are not always transferred, especially with less able pupils who revert to printing. Pupils use the scaffolding techniques to help them become confident readers and writers. They develop self assurance to write accounts or express written views on a range of themes. Pupils use computers and word

processing skills, but progress is hampered by the fact that the school has no room for an ICT suite and insufficient computers available for pupils to use independently.

66. A pupil who has **English as an additional language** is well supported by the school. When she arrived with no English at all, the school rapidly obtained extra help for her, and the sessions when she is withdrawn for language work are proving effective. She is already answering questions in class, and staff and pupils are supportive.

## MATHEMATICS

Provision in mathematics is **satisfactory**. Teaching is broadly satisfactory and pupils enjoy the subject and, as they progress through the school, they develop confidence in computation. However, many lack the essential skills to apply their knowledge to solving problems.

### Main strengths and weaknesses

- Pupils are generally enthusiastic and enjoy mathematics
- Implementation of the daily mathematics lesson is effective
- Setting arrangements have improved learning opportunities for the majority
- Standards are low and many pupils lack confidence to use and apply their skills particularly to solve problems
- Good support is provided by teaching assistants, which encourages pupils, particularly the less able
- Flexible assessment strategies and differentiated work are not sufficiently used to challenge more able pupils within the setting arrangements
- Some introductions to lessons are too long
- Resources are sufficient to teach all aspects of the subject
- ICT is underused as a tool for learning

### Commentary

67. Improvement in teaching and learning since the last inspection has been satisfactory. Although standards rose in 2002 to broadly average, they have fluctuated since then and declined in 2003. Many pupils begin school lacking a thorough grounding in their mathematical skills or the confidence to apply their knowledge. Despite their low starting points many pupils make satisfactory progress over time and pupils with SEN make good progress. In the best lessons teachers use effective strategies and because of this many pupils achieve as well as those in similar schools. Although standards achieved in the 2003 end of key stage tests were well below national averages, current school assessment data indicates that the Year 6 cohort is on track to achieve the school target of 75 per cent level 4+ in the 2004 end of key stage tests.
68. National Numeracy Strategy unit plans are being used by teachers across the school. All lessons follow a three-part structure with mental skills being practised successfully at the start. Very good use is made of practical apparatus, small white boards to “show” work and flip charts. There is very little room within the school to install an interactive white board to support teaching and reinforce learning. In the best lessons flip charts are used by teachers to model strategies for pupils to understand processes. Instructions are clear with pupils being encouraged to talk to each other, and the pace of lessons moves pupils on quickly. For example, in a Year 5 and 6 mixed ability group pupils were able to use their prior knowledge well, to develop their own strategies to find answers to problems. They were able to talk clearly about their processes and understand that inverse strategies can help them find the answer.
69. All teachers use their questioning skills to great effect, particularly during the mental and oral introduction to lessons and during the plenary to extend pupils’ knowledge and learning. This was particularly evident in a Year 3 and 4 lower ability set, where the teacher was explaining how to use Venn diagrams. In a Year 5 lesson, a number line was used very effectively to model sequencing strategies. In the best lessons teaching and learning are supported by a range of appropriate resources. This was evident in Year 5 and 6 lesson where pupils were encouraged



to use deduction to find answers. This was an effective approach to gauge how much pupils know and also to get them to talk about shapes and problem solving. In the most effective lessons, teachers extend pupils' knowledge through the introduction of more challenging language, with terms like 'ratio'; 'probability' and 'Carroll diagram'. Throughout all of the lessons, teachers use appropriate mathematical language which they also expect pupils to use. In most lessons, even when the teaching input is lengthy, pupils concentrate for long periods, are able to try different approaches, articulate fairly well and provide clear reasons for their answers. Teaching is generally less effective when teachers over-elaborate the beginnings of lessons and therefore leave insufficient time in the middle of the three part lesson for pupils to apply their knowledge and skills towards making sufficient progress.

70. All lessons are supported well and are enhanced by the contribution of effective classroom support assistants who, along with the teachers, endeavour to challenge all pupils. This was very evident in a Year 3 lesson, where the teaching assistant constantly asked "how do you know" questions to get a lower ability group to check their work and explain their processes. In the best lessons the harmonious rapport between the teacher and assistant is clear.
71. Pupils clearly enjoy mathematics and many can talk about their work with confidence. Although a number of pupils have satisfactory computation skills many lack confidence when asked to apply their knowledge to real-life situations or to decode word problems. Short mental mathematics sessions are used to positive effect to stimulate pupils' thinking and to help them apply their knowledge quickly. For example, in a Year 3 and 4 lesson pupils were challenged to find alternative words and phrases to "decrease" and "increase".
72. The quality of teaching across the school varies but is satisfactory overall. Teachers clearly enjoy teaching mathematics but some lack confidence when addressing the demands of the subject and occasionally time is lost due to behaviour management. Most pupils are making satisfactory progress but, due to careful planning and support, those with special educational needs make good progress during lessons and achieve appropriate standards. Teaching is generally well planned, relates closely to the expectations of the National Numeracy Strategy, and is sufficiently challenging to meet the needs of the ability and age ranges in classes. However, developing pupils' ability to use and apply their skills and knowledge is a key objective for teachers. Teachers have high expectations of pupils' behaviour, and supported by effective classroom support assistants, ensure that the lessons have clear objectives that the pupils understand. Pupils with SEN are further helped through National Numeracy Strategy support materials. Appropriate use is made of homework, particularly with older pupils, to extend their understanding and interest. The setting arrangements generally work well to support the learning needs of pupils. However, in some sets, more able pupils are not making enough progress because of a lack of appropriate challenge and stimulus. Where pupils have a clear understanding of concepts or have learned swiftly, the teacher does not always adapt the work being provided more quickly to enable these pupils to extend their knowledge or apply their learning in new situations.
73. Leadership and management of the subject are satisfactory overall. Although the co-ordinator is not a mathematician, she is a good organiser, and has a clear overview of the issues surrounding the raising of standards. The LEA numeracy consultant has provided invaluable support to the school and through her guidance teachers have worked extremely hard to improve their confidence in this subject and to apply effective strategies towards raising standards. Key objectives include improving pupils' problem solving, using and applying skills and developing further strategies towards improving the challenges for able pupils. The school has introduced a programme of regular monitoring of teaching and learning along with a wealth of assessment and tracking strategies for each year group.
74. Resources overall are sufficient for the needs of pupils and are well maintained and managed. Where used, ICT provides good additional support for lessons - for example, in one Year 5 and 6 class pupils were interrogating spreadsheets effectively to find information to solve problems. However, ICT is not a consistent feature of mathematics teaching across the school.

## Mathematics across the curriculum

75. This is a developing area of focus within the school's strategic plan. Numeracy is effectively planned into other subjects. The use of data handling skills is a feature in science investigations and elements of ICT are used effectively to enable pupils to create mathematical charts and graphs.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- There is a strong focus on scientific enquiry.
- Teachers have a good knowledge of science and are confident with the subject
- More able pupils are not sufficiently challenged in some lessons.

### Commentary

76. When pupils enter the school their understanding of science ideas is a little below the national average for their age. National test results in Year 6 improved over the last three years from well below the expected level to a little above in 2002. National tests at Year 6 in 2003 showed pupils' achievements to be broadly in line with the national average, although with a few less pupils exceeding the expected level than in other similar schools. Boys outperformed girls in that group, but over the last few years there has been no clear pattern of gender difference. As a result of good teaching, pupils in the current Year 6 are set to achieve the expected standards by the end of the school year. Pupils make good progress as they move through the school.
77. Three science lessons were seen during the inspection, work was analysed, and a group of pupils talked about the subject. Teachers had good knowledge of science, explaining the ideas well and using technical vocabulary correctly. All the lessons included practical activity, and pupils were clear that this helped them to enjoy and understand the work. They regularly set up experiments, make predictions and draw conclusions from the results. There are opportunities to observe and measure carefully, thus applying skills learned in mathematics. In one lesson pupils were making circuits with electrical components. Many had a good knowledge of simple circuits from work done two years previously and more recently in design technology as they wired buggies with motors. They were able to extend their understanding by finding out how to make bulbs brighter or dimmer, and how to vary the speed of motors. They used revision books to check facts and look things up as they worked. These books are also useful in the weeks leading up to tests, and there is regular homework set for this revision.
78. Several methods of assessment are used in science. Work is marked well, and errors are explained. There are end of unit tests to check learning in the previous lessons, and also tests similar to the national tests throughout the school to check progress. In addition pupils' answers to the Year 6 national tests are analysed to show areas of better and worse understanding. These results are summarised and shared among the teachers, and used effectively to remedy areas of weakness. This information also shows which pupils are more able, although they are seldom given more challenging work than the rest of the class. This results in fewer than expected pupils exceeding the expected level in the national tests.
79. Science has improved since the time of the last inspection, in particular in the amount of practical work now being done. Planning is also more comprehensive, and all the required areas are covered. The previous co-ordinating teacher made many improvements, and her work is being continued well by the new co-ordinator. Resources are good as a result of funding which was used to buy new equipment. There are good cross-curricular links and computers are sometimes used in experiments to log data such as temperature or sound, or to make pictures using computer microscopes. There remain some areas for development. Pupils' work in Years

3 and 4 is still too reliant on worksheets, and writing up experiments properly does not begin early enough. There is no direct monitoring of teaching by the co-ordinator, which could be used to make further improvements.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There is now a broad range of work provided and software resources are good.
- There is not enough assessment of pupils' skills to focus the teaching.
- There is a comprehensive action plan towards improving ICT provision
- Currently the school does not meet the recommended minimum level for computers and more equipment is needed as accommodation allows in the confines of the current school

### **Commentary**

80. Pupils make satisfactory progress as they move through the school and standards of work are average. Two lessons were seen during the inspection. Where the teaching was good pupils were able to input information into a spreadsheet program and explain terms such as row and column. The lesson was challenging and pupils applied themselves well. In both the lessons pupils were able to learn from each other, and technical vocabulary was used correctly. There was a good opportunity for more able pupils to work independently and at a faster pace. Analysis of work shows that the pupils learn to use a wide variety of applications of computers including spreadsheets, databases, presentations and control. Most pupils are familiar with the internet and how it can be used to find information. Younger pupils learn to import pictures, change font sizes and colours and use branching database programs. There is good breadth to the curriculum because national guidance is used to guide teachers' planning. However, analysis of work and talking to pupils shows that over time there is not enough work produced in ICT.
81. Some of the work is collected into topics or displayed. This is also used to review how well pupils are doing at the end of each unit of work. However individual pupils' skills are not tracked, and teachers have no accurate picture of how well individual pupils are attaining. This hampers their ability to plan effectively and build on prior experience and knowledge. The school has acquired digital cameras and a camcorder and these are just beginning to be used. In some parts of the school computers are grouped together, and in other classrooms there is only one machine. Overall the school does not meet the current recommended minimum level for computers, and lacks more modern equipment such as digital projectors which facilitate teaching ICT to classes. This situation is partly the result of the inconvenient building and lack of space. Existing computers are networked, and some basic internet safety is built in to the system. Classroom computers do not currently have internet safety warnings posted near them.
82. The co-ordinating teacher does not claim any expertise in ICT, but is operating a complex action plan with some success. Many of the issues noted at the time of the last inspection have been improved. ICT is beginning to be used across the curriculum more than it was, although more needs to be done in literacy and numeracy. Control and data handling are now taught and there is a good range of software available. Assessment of pupils' individual skills remains to be developed. There is no direct monitoring of the teaching, and as a result teachers are not easily able to share and develop good practice. The action plan is comprehensive, and if put in place will continue to improve ICT provision in the school.

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

83. Pupils with special educational needs in literacy use a 'Lexia' program to extend their spelling skills. The internet is used for research as when a website gave information about Chembakolli. Although there are examples of ICT being used for literacy work, for example, when younger pupils add headlines to Roman newspaper articles, neither in literacy nor in numeracy are

computers a regular and consistent feature of lessons. A digital microscope was well used to produce close up pictures of geranium leaves linked to a science topic. There are very good links with citizenship work. On a visit to a police station pupils had seen how a database was used to store and find information, a memorable event. Issues of world peace and terrorism were discussed and used as source material for learning how to use presentation software.

## HUMANITIES

During the inspection the focus was on religious education which was inspected in full. Work was sampled in both history and geography. It is therefore not possible to form an overall judgement about provision in these subjects. Comments are based on an examination of pupils' previous work, displays around the school and discussions with pupils and the subject co-ordinators. Pupils' work indicates that standards are broadly average but that most make good progress and are interested in these subjects.

84. Both **history** and **geography** are co-ordinated effectively. Both co-ordinators are enthusiastic and work closely together. A recent focus for their work has been on evaluating the range of planning and assessment used by teachers and as a result of this attention these aspects are now good in both subjects. Within both subjects there are insufficient opportunities for pupils to explore further through independent research using computers and library
85. In geography standards are in line with expectations by the end of Year 6. From the range of work seen, progress is good because teaching is well planned and work is systematically assessed. This is an improvement since the last inspection where progress was judged to be satisfactory. Skills are progressively built up over time and every opportunity is taken to develop language; for example pupils are introduced to the term 'terraced' when investigating aerial photographs of houses. Activities are suited to pupils' ability and good support is provided for SEN pupils which enables them make good progress. Pupils have opportunities to contribute ideas and their views are valued. This helps build their confidence and level of enjoyment. Good cross curricular links are made. For example, the 'global topic' linked English, mathematics, history, geography and ICT through pupils being able to discover where bananas are grown, how they are marketed and transported and the links across the world of trade. Good teaching is supported by able classroom assistants who support teachers, and pupils with SEN, well.
86. In history standards of attainment are in line with expectations by the end of Year 6. A significant number enter school with limited skills in English which limits their ability to record in this subject. This is addressed in the lower school and as pupils become more confident in literacy so their skills and understanding in history also begin to improve. Pupils recall facts and are eager to talk about what they have learnt. They can sequence events on a time line and they learn about important events like the great fire of London. They learn about different cultures and times such as life in Ancient Egypt where they explore the hierarchy of society from the Pharaoh down to the slaves. They learn about Greek mythology and find out about a culture where gods like Apollo and Dionysus and the goddess Athena were extremely important. Pupils generally make good progress, and overall provision is good, which was also the judgement made at the time of the last inspection.
87. Pupils are interested in history and have a positive attitude to learning. There are good cross curricular links made with other subjects such as art, design and technology and RE. Many pupils are able to apply the skills they have learnt in these subjects, as well as English, to enhance their descriptions and history research. An example is when writing frames are used to support writing in history and crossword puzzles are used to remind pupils of words linked to their topic. Pupils' prior knowledge is identified before the topic is started and also the questions pupils would like answered. This helps them to focus on the lessons and to carry out independent research. This is however hampered by the lack of computers and an adequate library. Good links with PSHE are made when pupils consider the feelings and views of historical characters, for example the inhabitants of Ancient Egypt.

88. The subject co-ordinators oversee provision, monitor teachers' plans, evaluate pupils' work and provide effective support. Currently the co-ordinators do not monitor teaching, which would provide a good overview of provision and highlight examples of good practice to share with other staff. Reports to parents inform them of topics covered but do not provide a formal measure of how well pupils are doing over time.

## Religious education

Provision for Religious Education is **good**.

One lesson was seen during inspection and two assemblies. Pupils' work books were examined and teachers' planning against the agreed syllabus.

## Main strengths and weaknesses

- Contributions towards spiritual, moral, social and cultural development are good
- Promotion of a multicultural society is good
- Understanding of other faiths is good
- There are close links with PHSE through circle time
- There are too few opportunities to carry out independent research
- There is insufficient challenge for more able pupils.

## Commentary

89. By the end of Year 6 pupils attain standards above those expected for their age in the agreed syllabus and are making good progress. This is an improvement since the last inspection where standards and progress were satisfactory. Through assemblies and lessons, RE makes a significant contribution to pupils' spiritual and moral education. They are taught respect for others and identify their own uniqueness and that of others. They take time to reflect about what they have learnt and about feelings for others. An example of this is when they thought about an enemy and what he/she would look like. They explored feelings associated with this before going on to discuss forgiveness. They became familiar with Hindu, Muslim and Christian festivals, and through the customs, stories and special books associated with other faiths, recognize the spirituality within these faiths. There are close links with the church. The local vicar, Methodist minister and also the children's worker come in to take assemblies on a regular basis.
90. Although few lessons were seen, analysis of written work, teachers' planning and discussions with pupils, show that by the end of Key Stage 2, pupils have a good understanding of some of the major beliefs and faiths in the world. There are close links too with geography whereby pupils can identify the regions of the world where different religions are prominent. Work is generally well presented and knowledge of other religions is extended sensitively as pupils progress through the school. The work provided for able pupils, however, is not challenging enough.
91. The subject co-ordinator has good subject knowledge which she shares with staff. She oversees teachers' planning, develops assembly themes for the year and provides support for teachers. She has provided a wealth of resources for RE to support learning about other faiths and she has close links with the diocese.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and PE were inspected in full and design and technology and music were sampled. During the inspection one lesson was seen in each of music and art and no lessons were seen in design and technology. In PE three lessons were observed. Work was sampled in both art and design and technology and further account was taken of pupils' previous work, displays around the school and discussions with pupils and the subject co-ordinators. Standards are broadly average in music, art, design and technology and PE.

92. In **design and technology** no lessons were seen during the inspection, but pupils' work was analysed and the displayed work was reviewed. Standards of work are in line with national expectations, although some of the work is not well completed or sufficiently robust. Planning for the subject has improved since the last inspection, and pupils now complete the full range of expected work including a variety of materials, textiles, mechanisms and food. Pupils learn to do design drawings, acquire skills with tools and equipment, and evaluate their work. There is good use of cross curricular planning, for example when music shakers are decorated with African designs, and mathematical nets of solid shapes are made into sweet containers. A particularly good initiative was when pupils worked on different bread designs with the assistance of the local baker; subsequently the best design was sold weekly in the shop.
93. Provision is satisfactory overall with the subject being well organised and led by an experienced co-ordinator. The co-ordinator makes good use of local businesses to help provide consumable materials. She assists teachers in their preparation through the creation of resource boxes to support the focus of lessons. All of the staff and pupils engage with design and technology and enjoy it.
94. In all projects, the importance of design is brought out. For example, Year 3 and 4 pupils designed a chair for a specific book character. Cultural elements are introduced such the creation of African patterns. Pupils gain a sound grounding in the principles of design for a purpose, in execution and in evaluation of the effectiveness of the design. Work is planned based on national guidelines, such as designing and making musical instruments, moving toys and containers.
95. In the one **music** lesson observed in Year 3 and 4, teaching was satisfactory, with pupils making satisfactory gains in their learning in terms of musical skills and knowledge. Pupils were observed following the rhythm of music through varying their clapping. They listened carefully to taped instrumental music recognising some of the instrumental sounds when questioned. During the music tape, a minority responded with instrumental type actions, for example playing piano on the desk, which implies that they are not familiar with listening to music for sustained periods. Overall this was a satisfactory lesson with good planning and class management, where pupils made satisfactory progress.
96. Standards are average in the school, but it is not possible to make a secure judgement on the quality of provision owing to lack of evidence. Work is planned which covers statutory requirements. Strengths in music include pupils' participation in Christmas Concerts with auditions held for the main parts, instruments, including pupils' own, being used, and performances in the church being popular with parents. The Performing Arts Club has performed in local senior citizens' homes, and in assembly. During a singing workshop, a CD of pupils' singing was made. There is currently no instrumental tuition offered to pupils. The school stock of percussion instruments is old and worn. Music is another curriculum area where links with other subjects are carefully planned; a unit of work on Indian dance and another on Caribbean music enabled pupils to experience and enjoy music from other cultures.
97. The enthusiastic subject co-ordinator, along with teachers, works hard not only to raise the profile of music but also to ensure that pupils enjoy it and engage with it.

## Art and design

During the inspection, one art lesson was observed. However, there is sufficient evidence from the examination of pupils' work and from discussions with them to ascertain that they make satisfactory progress in this subject. This is an improvement since the last inspection.

Provision for Art is **good**

### Main strengths and weaknesses

- Pupils are enthusiastic
- The co-ordinator is knowledgeable
- Resources are good
- The quality of work is generally satisfactory with some good work produced by a number of older pupils
- Work is displayed effectively and creatively given the limitations of space

### Commentary

98. The school has a knowledgeable art co-ordinator who has established the subject throughout the school with a detailed art policy. An examination of the pupils' work identifies that pupils experience a range of art activities to develop their skills. The co-ordinator is effective in planning art into the current topics pupils are studying. This enables some close links to be forged with subjects such as science, history and geography. Pupils study art in local history and are taken to visit the nearby Langley Pottery to see how pottery is made. In contrast to this, pupils study ethnic art and the artwork of ancient cultures such as the Egyptians and Greeks. There are links with a local artist and the pupils are working towards gaining the "Arts Mark Award".
99. Resources to support basic artwork are good and the co-ordinator has built up a number of paintings and artefacts to support teaching and learning. For example, paintings from famous artists, such as Vincent Van Gogh, are used to show style and the symbolism which the artists applied in their work relating to the age they lived in. Older pupils study the work of famous artists, evaluating style and form as well as practising strokes and the work produced generally illustrates satisfactory care. Art is closely linked to other subjects such as design and technology and RE and pupils' portfolios contain design and development sheets, still life observational drawing using pastels and representations of Hindu art. In a Year 5 and 6 class, where pupils were learning about the sewing techniques used by the Victorians, aspects of history were expertly woven into the lesson to enable students not only to experience sewing but also learn why the Victorians spent a considerable amount of time on these skills. The lesson objectives clearly challenged pupils to produce three different stitches in their 'Victorian sample'. Most of the artwork produced by pupils is two dimensional as the school lacks space to effectively display three dimensional artwork. However, pupils have produced some good examples of clay pots, containers and musical instruments stimulated by African Art. There are some well crafted containers and instruments to be seen around the school. Gifted and talented students in this subject are provided with a sketch pad to develop their art skills and improve their sketching skills. This is an effective strategy to engage and challenge pupils to make preparatory sketches, evaluate them, develop their ideas further, then produce final sketches. Younger pupils are introduced to colour mixing, printing and modelling with clay. Pupils are generally achieving as well as those in similar schools, and are making satisfactory progress overall.
100. Discussions with pupils clarify that they enjoy art and are positive about this subject. Pupils have opportunities to explore three dimensional work, observational drawing, printing and painting in the style of famous artists. There are effective displays of pupils work around the school, particularly supporting design and technology, history and RE. Photographs and evidence files show the variety of art pupils are introduced to. However, the limitations of space in the school doesn't enable teachers to display the full range of pupils work to best effect. The standards and quality of provision have improved since the previous inspection.

## Physical education

Provision for physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers are good role models and games skills are generally taught well
- Attention given to health and safety issues by teachers is good
- There is an insistence on high standards of behaviour
- Enthusiastic teaching enables pupils to be active for the vast majority of the lesson
- The subject is well led
- Apart from large indoor gymnastics equipment, the subject is well resourced
- Links are made between PE, music and performance, which provides the stimulus for pupils' dance.
- Pupils' gymnastic skills are not well developed
- There is unsatisfactory use of time in some circumstances

### **Commentary**

101. During the inspection the only activities observed were dance and games skills. Pupils attain satisfactory standards in PE and most make good progress in dance and games skills, and achieve well, despite the limitation of internal and external space for this subject. The school has no hall and older pupils rearrange the furniture with efficiency to create a makeshift area to undertake PE. The lack of large apparatus and wall bars further impedes the opportunities for all pupils to develop their PE, and in particular, gymnastic skills. Teachers work extremely hard to ensure that, despite the poor accommodation, the subject is taught well and all pupils, including those with special educational needs, are fully challenged. Progress in swimming is good.
102. Improvement since the last inspection has been good. Work is well planned and in dance there are opportunities for pupils to plan, practise and refine their skills and evaluate their own and others' work well. In games lessons pupils show a good understanding and willingness to follow instructions clearly. Teachers are good role models in that they dress appropriately, model the skills for pupils to follow and promote warm ups and warm downs at the beginning and end of lessons. Pupils enjoy the challenges provided by teachers, participate fully and behave very well in all lessons.
103. Although the majority of teaching observed was good or very good, in one lesson teaching objectives were unclear and time was not used well. This meant that some pupils were inactive for extended periods. Where teaching is good teachers effectively use demonstration and questioning to enhance pupils' skills. A strength of the teaching in the dance lesson observed was the balance and pace, which ensured that all pupils were actively engaged for the vast majority of the time. Teachers insist on good behaviour and there is appropriate emphasis on health and safety at all times. Resources are plentiful and are well used.
104. Within games lessons uni-hoc has been introduced and pupils demonstrate good skills in control and passing. Co-operation between groups is a clear feature of the development of these skills.
105. Provision for swimming is good. The school targets Year 6 pupils for a six-week intensive period of swimming to ensure that most are able to swim before they leave the school.
106. Pupils' response to PE is good. Most enjoy the subject and take part enthusiastically. Some lack co-ordination skills and need carefully structured teaching to enable them to gain better control over their bodies,



107. The subject is well led. A long-term plan has been written which is based on national guidelines. Staff use this plus additional support from published schemes. Medium-term plans have recently been written and safe practice guidelines have been issued to staff. There are plans to include more focused assessment and to level pupils' performance.
108. A number of extra-curricular clubs are run, including football, netball and performing arts. Pupils and parents are appreciative of these activities.

## EXAMPLES OF OUTSTANDING PRACTICE

### Example of outstanding practice

#### **A Year 5 and 6 dance lesson, part of a sequence in PE, encouraging pupils' to interpret music and look for twisting and mirroring routines in their work towards composing and performing.**

The very effective lesson utilised atmospheric music to stimulate enthusiasm and interest. This establishes the tone of excitement and interest for the class. Pupils use the confined space of the room very well to practise their ideas and mould them into routines ready to perform. Pupils work together sensibly in mixed groups of boys and girls.

The dance lesson is a huge success, largely due to the stimulating, positive teaching provided by an enthusiastic teacher. The teacher allows pupils to explore and interpret the music in their movements and asks a range of open-ended questions to engage pupils in reflecting on what they have learned in previous lessons. The teaching input is brisk, prompting pupils to think quickly, and enabling them to recognise the importance of instruments such as the drum in perpetuating a rhythm. Pupils are encouraged to co-operate and talk about their work. They very quickly begin to work effectively in groups planning and improvising their dance routines. Pupils are familiar with dance as part of PE and, prompted by the high level of praise and encouragement from the teacher, are motivated to improve and extend their dance routines.

When the class move into small groups of girls and boys to create and practise their dance, they do so with enthusiasm and co-operation. The high level of challenge means that sustained concentration is expected and because of this many became engrossed in their work. Boys as well as girls participated fully. Pupil-to-pupil discussions are carried out quietly but with a high degree of thought and motivation. Activities demand concentrated team effort and practice before they can be performed. They are not distracted from the task and the extraordinary level of inventiveness and creativity is tangible throughout the lesson. There is a high degree of enjoyment and personal achievement through participation and experimentation. The time passes rapidly!

The teacher's enthusiasm and rapport with the pupils ensures a very successful session. The challenging objectives are clearly met with many pupils making outstanding progress in their knowledge and expertise. Some are particularly creative and "brave" in their performances. The objectives are planned carefully to take account of the differing needs of pupils and throughout the enjoyment factor is high. An extremely positive atmosphere encompasses the lesson and at the end, with the sound of rhythmical music ringing in their ears, many are disappointed that they cannot continue longer.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

### Main strengths and weaknesses

- Good teaching in the one lesson observed
- Clear links to the school ethos, spiritual, moral and social development
- Positive and enthusiastic co-ordinator
- Impact of PHSE on the school atmosphere and pupils' behaviour

### Commentary

109. Personal, social and health education is well planned with sufficient time devoted to it in all year groups. It is integral to the ethos and culture of the school and is a strength. The quality of teaching is good overall and pupils make good progress. Circle time has enabled pupils to

express themselves calmly and with confidence and has contributed considerably to the calm atmosphere in school. During circle time older pupils share feelings which are reflected upon sensitively and sensibly. During these well taught lessons, pupils considered responsible choices and right and wrong decisions.

110. The co-ordinator actively monitors teaching and learning by observing lessons, planning and pupils' written work. Recent initiatives include the school council which helps to increase pupils' sense of responsibility and their awareness of the school as an active culture. Pupils fully understand the need to be part of a community and that this involves rules and procedures they need to follow and for them to accept and appreciate the differences in other people and cultures. The school places a strong emphasis on encouraging pupils to think about children in other countries, as well as leading healthy lifestyles by raising their awareness of eating healthy food, sex education, taking regular exercise, drugs and personal safety. The school achieved the "Health Promoting School Award" in 2002.

## EXAMPLES OF OUTSTANDING PRACTICE

### Example of outstanding practice

#### **A meeting of the School Council to discuss buying playground resources using finances provided by the governing body.**

This excellent meeting began with the group sitting in a circle in the staffroom. A quotation provided by a specialist company stimulated considerable debate about which playground resources would be most used by children and therefore provide value for money. The meeting was skilfully chaired by a very confident and eloquent Year 6 boy. However, many of the contributions made by council members were of high value, triggering more debate about "buying power" and strategies to raise more funds to support the amount provided for this opportunity by the governing body. The opening was carefully choreographed by the headteacher but once the meeting got underway he expertly allowed the children to manage the process themselves. When he left the meeting, he was ably replaced by two teachers who asked focused questions to extend and direct the debate and encourage "quieter" voices to speak. Pupils were invited to talk about any of their thoughts on the matter by the young chairperson and debate was lively and rapid. Issues that came to the fore, apart from costs, were how much time it would take to erect the wooden constructions on the playground and which resources would be best suited, given the limited space.

There was a tangible feeling of pupils taking control of the session under the expert guidance of their teachers and entering into "real" debate which would have impact on the future of the school. The teachers' highly skilled use of questions and advice meant that all pupils had their turn. Throughout, pupils were thoughtful and showed respect for each other.

A feature which could be improved was the imbalance between boys and girls present at the meeting.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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