

INSPECTION REPORT

KILBURN JUNIOR SCHOOL

Kilburn

LEA area: Derbyshire

Unique reference number: 112576

Headteacher: Mrs P Wongsam

Lead inspector: Mr P Edwards

Dates of inspection: 2nd – 4th February 2004

Inspection number: 260738

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:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	199 pupils
School address:	The Flat Kilburn Belper Derbyshire
Postcode:	DE56 0LA
Telephone number:	01332 880540
Fax number:	01332 881756
Appropriate authority:	The governing body
Name of chair of governors:	Mr G Wright
Date of previous inspection:	12 th October 1998

CHARACTERISTICS OF THE SCHOOL

Kilburn Junior is an average sized school with 199 pupils on roll, 101 girls and 98 boys. Almost all pupils are from white ethnic backgrounds and none are learning English as an additional language. Thirty-four pupils have been identified as having special educational needs, three of whom have a statement of special educational needs. The proportion of pupils eligible for free school meals (14.1 per cent) is similar to that seen nationally. Attainment on entry to the school is broadly average. The school gained an ECO bronze award and Investor in People status in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21069	Paul Edwards	Lead inspector	English, information and communication technology, music, physical education, special educational needs.
32697	David Smith	Lay inspector	
8845	Hazel Sumner	Team inspector	Mathematics, art and design, design and technology.
12394	Carole May	Team inspector	Science, geography, history, religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective** school that provides **very good** value for money. Due to the **very good** leadership and **very good** teaching most pupils make **very good** progress during their time at the school in the key areas of English and mathematics.

The school's main strengths and weaknesses are:

- Standards in English and mathematics are above average by the end of Year 6.
- The more able pupils could do better in science.
- The pupils behave very well and have very good attitudes towards learning.
- Leadership at all levels is very good overall.
- Teaching and learning are very good.
- The provision for pupils with special educational needs is very good and they make very good progress.
- The care, guidance and support of the pupils is very good.

The school has made **good** progress since the previous inspection. The leadership and management and the quality of teaching and learning continue to improve. Standards in the core subjects of English and mathematics are better than they were at the time of the last inspection.

STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 6.*

Standards are above average and most pupils are achieving well. The pupils make very good progress in English and mathematics as a result of the strong teaching and attain standards that are above average by the end of Year 6. There are good opportunities for the pupils to practise and use their literacy skills in other subjects. As a result, and also because of the good support provided in these areas, reading and writing skills develop well throughout the school. Standards are average in science but fewer pupils than might be expected attain the higher level due to the lack of opportunities to undertake written explanations and evaluations of their predictions during lessons. The 2003 National Curriculum test results were affected by the above average proportion of pupils in the year group with special educational needs.

The pupils' information and communication technology skills are above average due to the quality of teaching and resources and the pupils make good use of their skills to help develop learning in other subjects. The pupils attain standards that are above expectations in art and design and design and technology. The pupils' achievement in most other subjects is good. Pupils with special educational needs make very good progress throughout the school and achieve well because of the early identification of their needs, very good teaching and the quality of learning support staff.

The school's provision for the pupils' spiritual, moral, social and cultural development is **good** overall. Spiritual and cultural development is good and social and moral development is very good. The pupils' attitudes towards school and their behaviour are **very good**. Attendance is **good**.

QUALITY OF EDUCATION

The school provides a good quality of education.

Teaching is very good overall. Throughout the school, teaching and learning are very good in the key areas of reading, writing and mathematics. Very little teaching is ever less than good. A small number of more able pupils do not learn as well as they should in science and the school is already addressing this issue. The school provides the pupils with a **good range of learning opportunities**, which are enriched by a good number of out-of-school activities. The accommodation is cramped for activities such as art and design, although the staff do their best to minimise any problems.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall.

The headteacher provides the school with very good leadership and management and she is very well supported by the deputy headteacher. All subject leaders fulfil their roles effectively and this ensures that standards have been maintained or improved. The leadership and management of pupils with special educational needs are very effective and results in these pupils making very good progress and achieving well.

The governors are very supportive of the school and have a good understanding of its strengths and weaknesses. They fulfil their statutory duties well. The governors' role in monitoring the work of the school is good. There is full compliance with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very satisfied with the work of the school and feel that their children make good progress and are happy at school. They feel that they can approach the school with any issues or concerns and, when brought to the notice of staff, problems are dealt with effectively. A small number of parents said they would like more information about topics their children are studying and, although the information provided to parents is good, the school is exploring a number of avenues to further improve communication.

Most pupils expressed a liking for the school and enjoy their lessons. Pupils appreciate the support provided by staff and indicated that all of the children get on well together.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- Develop the use of assessment procedures to raise standards in science, particularly that of the more able pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement throughout the school is **good**. There is no significant difference in the attainment of boys and girls or by any particular group of pupils. By the age of eleven, standards in English, mathematics and science are above national expectations.

Main strengths and weaknesses

- Standards in English and mathematics are above average by the end of Year 6.
- Standards could be higher in science and more able pupils could do better.
- Pupils with special educational needs make very good progress.
- The pupils achieve well in information and communication technology, art and design, design and technology, religious education and history.

Commentary

1. Table 1 below shows that in the national tests in 2003 for pupils aged eleven, standards were in line with the national average in English and mathematics and below the national average in science. When compared with similar schools, standards are above average in English, average in mathematics and well below average in science. Results for 2003 were lower than the previous year due to the much higher proportion of pupils with special educational needs in the year group. Over the last five years the rate of improvement in English, mathematics and science has been similar to that seen nationally.

Table 1 Standards in national tests at the end of Year 6 – average point scores in2003

Standards in:	School results	National results
English	27.5 (28.9)	26.8 (27.0)
mathematics	27.1 (28.2)	26.8 (26.7)
science	27.2 (28.5)	28.6 (28.3)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

2. Pupils are achieving well in English and mathematics by the end of Year 6. Most pupils achieve satisfactorily in science but a small number of more able pupils could do better in science. Pupils enter the school with levels of attainment that are similar to those expected for their age. An increasing number of pupils enter school with special educational needs.
3. By the end of Year 6, standards are above average in English. The school has rightly concentrated on raising standards in writing and the process of 'setting' pupils according to their prior attainment and the very good teaching has had a significant impact on the pupils' writing ability. In all year groups, the systematic approach to the teaching of reading and good opportunities to practise and develop these skills ensure that most pupils become competent readers by the end of Year 6. Group reading sessions and library activities are effective in ensuring the pupils' reading skills develop well. Staff set challenging targets for the pupils and good handwriting and presentation are key features of the work of most pupils.
4. The above average standards achieved by the pupils in mathematics are again the result of the very good teaching and the effectiveness of the setting procedures. As with English, those pupils who need it are provided with very effective additional support. Teachers and learning support assistants, provide very focused activities, well matched to the pupils' level of ability, enabling them to make the progress of which they are capable.

5. The pupils achieve satisfactorily in science but some of the more able pupils could do better. There are good opportunities for them to carry out investigative activities and all areas of the curriculum are taught in appropriate depth. However, when writing up the results of investigations, pupils are rarely asked to explain and evaluate their predictions and this results in lower than expected standards by some of the more able pupils.
6. The pupils achieve well in information and communication technology and attain standards that are above average, partly because of the improved resources but also because of the improved teacher confidence and very good leadership of the subject. Information and communication technology skills are used regularly and very effectively to support learning in other subjects.
7. Standards in the creative subjects of art and design and design and technology are above national expectations and the pupils achieve well because of the well-planned curriculum and effective teaching in these areas. The pupils also achieve well and make good progress in history because of the very good teaching, good subject leadership and well-planned curriculum. The pupils' achievements are at least satisfactory in other areas of the curriculum.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**. Attendance is **good**. Pupils' punctuality is **very good**.

Main strengths and weaknesses

- Pupils are punctual at the beginning of the school day and lessons start on time.
- Pupils like coming to school and behave very well throughout the day.
- Relationships between pupils and with adults are very good and this creates a good atmosphere for learning.
- Pupils have a very positive attitude towards school and work.

Commentary

8. Attendance is good and most of the pupils arrive at school promptly in the morning. This helps them to make the most of their time at school. Despite the constraints of the accommodation, they move quickly and quietly around the school ensuring the minimum of delay in starting their lessons.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.0
National data	5.4	National data	0.4

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

9. As part of the inspection, pupils were asked to complete a questionnaire. Almost everyone agreed that they enjoy coming to school and analysis of their parents' questionnaire endorses this positive view. Pupils are enterprising and raise money for local and national charities. During discussions, pupils say that they find their lessons interesting and they enjoy most of their subjects. They also enjoy taking part in the many extra-curricular clubs and activities.

10. During lessons and at play, pupils behave very well. Even when confined indoors during poor weather they mix well with others. All members of staff insist on high standards of behaviour and the overwhelming majority of pupils conform to these expectations. Relationships between teachers and pupils are warm and characterised by mutual trust, respect and consideration; pupils say that their teachers are kind and very approachable. Inspectors agree with these positive comments. Rewards for achievement or effort are celebrated in school assemblies and through certificates, team points and stickers. There have been no exclusions in recent times.
11. The very good behaviour of the pupils and their very good attitudes towards school helps to create a friendly and mutually supportive environment. The school makes its expectations clear and has an effective and consistent system of rewards and sanctions to support this. As a result, pupils' self-discipline and their moral judgements are very good. Pupils understand right from wrong and know how to make amends for their errors. Good provision is made for the pupils' social development. Relationships throughout the school are very good. Lunchtimes are orderly and sociable and pupils present themselves as friendly and caring.
12. The spiritual and cultural development of pupils are good features of this school. They are promoted effectively through religious education lessons and the programme of personal, social and health education. There are many occasions when pupils experience delight and a sense of real personal achievement. The school offers a rich environment that promotes an appreciation of, and great respect for, the world around them and their peers. This is very evident in the politeness and respect with which pupils treat each other. The school's art and design curriculum makes a good contribution to the pupils' cultural development, especially through the study of famous artists.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the school provides a **good** quality of education for its pupils. Teaching and learning are **very good** and the curriculum is **good**. There are **good** links with parents and there are **very good** procedures in place for ensuring the health, safety and welfare of pupils.

Teaching and learning

The overall quality of teaching and learning is **very good**.

Main strengths and weaknesses

- Teaching in English and mathematics is well matched to the pupils' ability.
- The pupils with special educational needs make good progress.
- Assessment is not used effectively in science to raise standards.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	10	15	1	0	0	0

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

13. The teaching of literacy and numeracy is very good overall. The teachers have a very good understanding of how well the pupils are learning in these subjects and work is very well

matched to the pupils' level of ability. Pupils are put into classes according to their prior attainment in English and mathematics and additional teachers and classroom assistants are used very effectively to provide additional help and guidance. As a result of the consistently high standard of teaching and support the pupils make very good progress. The more able pupils are challenged well and there are high expectations of what they can achieve and they live up to these expectations in English and mathematics. The less able pupils and those with special educational needs are provided with well-informed support by knowledgeable support staff and these pupils too make very good gains in their learning. The teachers' questioning is a strength of their teaching, and pupils are encouraged effectively to respond in extended sentences in an effort to develop their spoken vocabulary. As a result of their careful preparation and planning, the teachers have been very successful in developing the pupils' ability to transfer their literacy and numeracy skills to other areas of the curriculum.

14. Whilst the overall quality of teaching and learning is good in all areas of science, a small number of more able pupils do not achieve as well as they should. This is due mainly to the lack of opportunities for them to explain how they have arrived at their predictions and conclusions. Assessment procedures are not as well developed in science as they are in English and mathematics and this results in some lessons not being pitched at the appropriate level, particularly for the more able pupils. Assessment procedures in other subjects are satisfactory.
15. Evidence from the pupils' work shows that the quality of teaching in most subjects is at least good and overall has improved since the time of the previous inspection. There is a good programme of staff training in place and this is improving the quality of teaching and learning. For example, the quality of teaching in information and communication technology has improved significantly ensuring that the majority of pupils make good progress and achieve standards that are above national expectations. The quality of teaching in art and design and design and technology is consistently good, the teachers have high expectations of what can be achieved and, as a result, the pupils produce work that is above national expectations. The pupils learn well in history and geography because of the quality of teaching which is rarely less than good.
16. There are strengths in teaching in all classes. In the best lessons, as seen in the deputy headteacher's class, there is a very good balance between teacher talk and pupils' activity. The good humour introduced by the teacher makes learning fun for the pupils but they know much is expected of them and they almost always work to their capacity. The teachers' planning, management of the pupils and the pace of lessons are strengths seen in the teaching throughout the school.

The curriculum

The curriculum has improved since the last inspection and is now **good**. All subjects now have schemes of work and all areas of the curriculum are now covered in sufficient depth. Resources for teaching are generally good.

Main strengths and weaknesses

- The school provides very well for pupils with special educational needs.
- Pupils with physical difficulties are provided with very good support.
- Personal, social and health education is very good.
- Good work is being carried out to challenge and develop higher attaining pupils in literacy and numeracy.
- Some additions to the basic curriculum support learning well.
- A good extra-curricular programme gives pupils good opportunities to learn outside lesson time.
- Accommodation is cramped.

Commentary

17. As a result of clear leadership, the school has a very positive approach to inclusion. This is apparent in the way that those pupils with special educational needs are taught and supported. The work provided for pupils experiencing learning difficulties and for those with physical disabilities is very good, providing pupils with relevant and enjoyable activities. An inclusive attitude is also clear in teachers' attitudes within class where efforts are made to give pupils a fair opportunity to participate and shine.
18. The curriculum meets the National Curriculum requirements, including religious education. There is an appropriate policy with regard to sex education and drug misuse. A programme of review and development of subjects is in place and, as a result, some schemes of work have been changed or updated. This is good practice. Some very good initiatives have been carried out in personal, social and health education and citizenship. This was an area identified in the previous report as in need of development. The lessons observed in personal, social and health education were of a high quality and promoted learning well. The school council provides opportunities for pupils to share in the decision-making process. Discussions with pupils show that they feel that the council plays an important part in school life and that the school values decisions taken at their meetings.
19. Some curriculum work is especially effective. For example, the organisation of classes for English and mathematics helps to provide challenge to higher attaining pupils whilst the work with less confident pupils is both imaginative and effective. Good use is made of visitors in subjects such as English and history when theatre companies visit and opportunities for role-play are provided. Focus weeks, such as 'arts week' further extend provision. The annual residential visit to Whitehall provides pupils with a good range of outdoor activities and further opportunities for developing pupils' personal and social skills. The good programme of activities available outside of school hours further enriches the curriculum. There is good provision for sporting and artistic activities. A good range of after-school clubs take place each week including football, cross-country running, rounders, netball and cricket.
20. Resources for teaching the curriculum are generally good. However, some books in the school library are out of date, especially the encyclopaedias. These are too old to be of much use to pupils carrying out research. However, the computer suite is used well and pupils have the opportunity to use the Internet.
21. There is sufficient space outside for sporting activities. However, some aspects of the inside accommodation continue to be a source of inconvenience and slight disruption. The size of the hall still places some limitations on the teaching of gymnastics especially for Years 5 and 6. Many classes lead from one to another meaning that when pupils move around the school they pass through another classroom, sometimes when lessons are in progress. Also, the open-plan nature of the building means that, although pupils are quiet and well behaved in lessons, the adjacent class can hear exactly what is going on.

Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are **very good**. The school provides its pupils with **very good** personal support, advice and guidance and involves them very well in its work and development.

Main strengths and weaknesses

- This school looks after its pupils very well; health and safety and child protection procedures are comprehensive and very effective.
- Very good academic support helps pupils to make good progress in their work.

- The school actively seeks and acts upon pupils' views through an effective school council.
- There are good links with the infant school.

Commentary

22. The standard of care is high and members of staff are fully aware of their individual pastoral responsibilities. Pupils feel safe at school because they are well known to their teachers. Child protection and health and safety procedures are well understood by the relevant members of staff. This enables them to spot emerging problems at an early stage and to act upon them. The school maintains a comprehensive list of policies and regularly reviews risk assessment requirements to identify priorities for action.
23. Pupils are fully aware of what is expected of them. Literacy and numeracy workbooks contain agreed targets, which are shared with parents. Pupils have a clear idea of how they can improve; most of the pupils are aware of the levels at which they are working and how they can improve their work.
24. Pupils are confident that the school listens to their views and takes them seriously. The school council is very well regarded both by pupils and teachers, and recommendations from the council have brought about several improvements. For example, pupils chose additional playground equipment and have promoted eco-friendly initiatives within the school and at home.
25. Good liaison and transfer arrangements with the infant school ensure a smooth transition when pupils enter the school in Year 3. Pupils from the infant school visit to familiarise themselves with their new surroundings; Year 3 pupils return to the infant school to tell Year 2 pupils of their experiences.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The school actively seeks parents' views and acts upon them whenever possible.
- The school continually explores opportunities to improve communication with parents.
- Pupils visit local places of interest, enriching the curriculum and giving good experience of the wider world.

Commentary

26. The school is keen to increase parents' involvement in their children's education and works hard to keep parents informed about the day-to-day life of the school. Regular newsletters provide information about school events and developments. The school actively seeks parents' opinions; it has an 'open door' policy and is willing to be flexible in trying different strategies to involve and inform parents. Whenever feasible, the school acts upon parents' suggestions and preferences and incorporates them into plans for the future. Comments in the pupils' progress reports indicate that parents appreciate the education provided by the school; they particularly welcome feedback on their children's effort.
27. There is an active and enthusiastic parent-school association, which provides practical support and raises money for the benefit of the school. Members also provide a communication route between parents and school. The school has also changed end-of-day collection arrangements for younger pupils to bring parents onto school premises, increasing opportunities for contact with staff.

28. The school undertakes a number of visits to places such as Belper Mill, Magna and Whitehall. Pupils enthuse about the opportunities these provide to bring history alive and to allow them to experience activities such as canoeing and climbing. There are good links with the feeder infant school and this helps the pupils to settle quickly when they transfer. A range of sporting and curricular activities with other schools have helped to develop the good links that exist.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**.

Main strengths and weaknesses

- The governance of the school is good overall.
- The leadership of the headteacher is very good.
- The contributions of co-ordinators of subjects and aspects of provision are very good.
- Management is very effective, leading to a positive ethos and rising standards.

Commentary

29. Governors of the school have been involved in recent development of the vision for the school. They contribute to and support the headteacher's strategies for achieving its objectives and they comply fully with all statutory requirements. Together, they have built up a culture of high expectations of academic standards and of pupils' behaviour. In particular, they share the headteacher's collegiate approach to the identification of issues and the development of strategies for implementing targets in the school's provision. Standards of achievement have risen over recent years and the school's improvement has been recognised by special awards, including School Achievement and Basic Skills awards in 2002. Problems such as development of the curriculum and the monitoring of its implementation, identified at the time of the last inspection, are now ongoing priorities and are addressed effectively. The school has also successfully addressed the issue regarding the attainment of the more able pupils in English and mathematics.
30. The headteacher's emphasis on the provision of a broad education for the pupils and the involvement of all teachers in decision making in the school has resulted in a united and successful effort to raise standards. Parents are drawn into the process of school improvement and pupils' views are sought through an elected school's council. It is open to all teachers to make suggestions as to how the curriculum might be improved. There is no senior management team – 'we are all senior managers'. However, the deputy headteacher is an exemplar teacher and he provides a very clear example to others in his subject leadership.
31. Subject co-ordinators are very effective. They contribute their expertise and are responsible for implementing the communal decisions, the effectiveness of which are monitored and further developed as necessary. The result is a shared vision and good relationships amongst all teaching staff. Consistent approaches, regarded as essential to pupils' achievement, are achieved. These strategies are adding to pupils' achievements but the school is continually raising its expectations through its strategic development planning. The school improvement plan is an effective document to which all staff contribute. The governors and senior staff effectively monitor the school's progress towards achieving its targets.
32. Provision for pupils with special educational needs is very strong, and it reflects the school's vision of encouraging all pupils to achieve their best. The pupils' individual education plans are very good and set out measurable, achievable and realistic targets for pupils. These plans are fully understood by staff and pupils and regularly shared with parents. The leadership and management of special educational needs are very good. There is a clear and

strong commitment to enabling pupils with special educational needs to be included in all aspects of the school. The special educational needs co-ordinator has set up very good systems for the identification and monitoring of pupils, and for the monitoring of their teaching.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	373, 414
Total expenditure	316,633
Expenditure per pupil	1,583

Balances (£)	
Balance from previous year	47,211
Balance carried forward to the next	56,781

33. The use of financial resources is very well managed. The headteacher, staff and governors work together well to set short-term priorities and then support them with the appropriate allocation of resources. The finance committee efficiently and regularly monitors the implementation and progress of initiatives and their associated expenditure. Information is made available so that all staff and governors are kept well informed. The latest local education authority audit confirmed the strengths of the financial systems that are in place. Resources are carefully directed to priorities within the school improvement plan and appropriate care is taken in planning contingencies, for example for any potential fall in rolls in the area and the loss of grants. Staff and governors are implementing the principles of best value well. For example, they continually check whether the contracts they place offer the best cost-effective return for the school. Such undertakings include grounds maintenance, the purchase and servicing of computers, and improvements to premises.
34. The underspend which has been accrued has been deliberately planned to take account of increased staffing costs and to take account of the significant fall in pupil numbers which are occurring due to demographic factors.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **very good**. Most pupils are achieving well in developing their skills in reading, writing, speaking and listening.

Main strengths and weaknesses

- Standards have improved since the previous inspection.
- Overall teaching is very good.
- Pupils with special educational needs are very well supported.
- Leadership and management of the subject are very good.

Commentary

35. In the 2003 National Curriculum test results the pupils achieved standards that were in line with the national average and above the average for similar schools. Inspection evidence shows that the current Year 6 pupils are attaining standards that are above average. Standards in 2003 were not as high due to the above average number of pupils in the year group with special educational needs. However, improved teaching and curriculum improvements are having a year-on-year improvement on how well the pupils achieve and the provision in English is better than at the time of the previous inspection.
36. Most pupils are making very good progress in developing their skills in reading, writing, speaking and listening. Progress in developing speaking and listening skills is very good. All pupils listen well to their teachers and each other and this enables them all to contribute effectively to class discussions. By the time pupils are in Year 6 they contribute very well as was seen during the initial parts of a debate on vivisection. Reading skills across the school have developed well as a result of the good range of strategies in place, including guided reading, booster sessions and individual support. There is a good focus on developing the skills needed to understand and interpret text and very good opportunities for all pupils to practise these skills across the curriculum. The school has identified the need to develop the pupils' comprehension skills in science, an area of relative weakness in the 2003 National Curriculum tests. Writing skills have been a focus recently and progress has been very good overall. Standards in handwriting and spelling have improved overall since the last inspection. The pupils are now provided with opportunities to write for a wide range of purposes and in different styles.
37. Overall, teaching is very good. The teachers match the work very closely to the pupils' prior attainment as a result of the very effective assessment procedures. This is aided by the very effective 'setting' of pupils according to their prior attainment and additional support teachers are used very effectively. The teachers have high aspirations for the pupils and the pupils consequently learn very well. In all classes, targets for improvement are shared with the pupils and parents and there are constant reminders in the front of class and homework books. This good practice ensures work is well matched to the pupils' ability and that they have clear goals at which to aim. There are consistent expectations of good behaviour and the pupils respond well, ensuring there is no wasted time in lessons. In the best lessons the teachers make the lessons exciting and fun, the pupils want to contribute and this results in very good progress by the pupils. Very good use is made of classroom support staff to enable all groups of pupils to contribute to the lesson. They are particularly effective in supporting those pupils with special educational needs. These pupils receive support through a mix of small group support and support in literacy lessons, which is closely matched to

their needs. The very good provision for these pupils ensures that most are making progress in line with their peers.

38. Leadership and management of the subject by the co-ordinator are very good. She has a comprehensive knowledge of standards in English across the school, and a clear understanding of what needs to be done in order to improve them. Regular monitoring of teaching and learning has enabled the school to identify what is working well and has provided good opportunities for ideas to be shared amongst colleagues. A particular strength of the subject is the way in which all staff work very co-operatively and show a willingness to take on board new initiatives.

Language and literacy across the curriculum

39. Good opportunities are provided for the pupils to develop their literacy skills in other subjects apart from English. Good opportunities in history, geography and religious education help to develop the pupils' ability to write in a range of different styles. Research activities, using both information and communication technology and books are used effectively to develop the pupils' reading skills.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Leadership and management of the subject are very good.
- Teaching is usually very good and at least good, leading to pupils' very good attitudes towards learning.
- Pupils at all levels of prior attainment achieve well.
- Standards are above the national average by Year 6.

Commentary

40. The co-ordinator is strongly committed to the development of mathematics in the school. He works very effectively within the context of the co-operative development of the curriculum to which the school is committed. Colleagues' ideas for improvement are welcomed, explored and implemented as agreed. Their impact on pupils' achievements is carefully monitored for effectiveness. Assessment procedures are very good. Close scrutiny of national test results and formal testing at regular intervals within the school year are analysed for indications of priorities for improvement. For instance, 'setting' is enhancing achievement in order that pupils with similar levels of prior attainment are taught together, simplifying and strengthening the match between learning objectives and the needs of pupils at their various stages of mathematical development. The special needs of talented and gifted pupils are acknowledged and some teachers provide especially demanding work for them within the context of lessons. However, a whole-school approach that provides fully for the special educational needs of these pupils has yet to be established.
41. The high quality of teaching is based on very good knowledge of the subject, very good lesson planning and high expectations of the pupils. In a Year 6 lesson, most pupils engaged with enthusiasm in a demanding competition designed to deepen understanding of decimals, while the highest attaining pupils worked more or less independently, applying their knowledge and understanding of decimals to practical situations. Lessons proceed at a good pace. Management of the pupils is based on a very effective mix of authority and humour. Little intervention is required however, as pupils engage in quick-fire mental work and concentrate on motivating, challenging assignments. Well-sequenced questioning, combined with encouragement and praise enhances progress. A particularly striking example was a 'booster' group lesson in which pupils explored the characteristics of two-dimensional

geometrical shapes. Several had special educational needs but they all achieved well, recording their work with accuracy, intuitively following the teacher's attention to detail and subsequently applying their learning effectively to identify similar shapes within the classroom. There is an agreed approach to the strategies used by the pupils when adding, subtracting, dividing and multiplying. It is found to contribute to progression in pupils' acquisition of skills and understanding, without inhibiting their development of alternative strategies for solving problems.

42. National tests generally show that provision for mathematics is enhancing standards over the years, with the school increasingly performing above national expectations. Circumstances in 2003 lowered results but targets for the current year anticipate a return to higher expectations of attainment. There is a special emphasis on raising the proportion of the more able pupils as well as strengthening the performance of the less able pupils. Currently, the school is performing broadly in line with those in similar contexts but is aiming to exceed this.

Mathematics across the curriculum

43. The school is committed to increased integration of its curriculum and is developing links between mathematics in information and communication technology in particular. It is especially valuable in relation to data presentation. Some pupils attend a computer club where they focus on the production of bar charts and the use of spreadsheets. Mathematics is also being applied in the context of scientific enquiries.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Although the achievement of most pupils is satisfactory and they reach the standard expected, too few reach above average standards by Year 6.
- Teaching is generally good and resources are used well.
- Good opportunities are provided for pupils to use skills taught in English, mathematics and information and communication technology in science lessons.
- Assessment in science is unsatisfactory.
- Leadership of the subject is good.

Commentary

44. The achievement of most pupils is satisfactory and they will meet the standard expected by the end of Year 6. However, too few are likely to achieve above average standards. This judgement is the same as at the time of the previous inspection, and similar to the standards attained in the national tests in 2003. These show that standards in science were below the national average due to fewer than average pupils attaining the higher levels.
45. Good improvements have been made to the curriculum with the addition of a new scheme of work to ensure that all aspects of science are adequately addressed. This means that pupils have sound knowledge of the required aspects of science and their achievement is generally good. Teaching is generally good. Teachers are knowledgeable about the subject and plan their lessons carefully to build upon what they have taught previously and use appropriate resources well. They place due importance on pupils being able to investigate in science. Work is often of a practical nature and pupils are actively taught how to plan an investigation, how to work methodically and how to talk and write about their work. This helps them to understand and remember the scientific facts they are taught. Classroom assistants and teachers make sure that the least able pupils are well supported in lessons. Pupils have suitable opportunities to apply what they have learned in mathematics, English and

information and communication technology lessons to their work in science. But, when writing up their experiments the more able pupils are seldom asked to explain the reasons for their predictions and then to evaluate their predictions in light of the conclusions they reach at the end of an experiment. This lack of self-evaluation impedes the progress of learning to think in a scientific way.

46. Pupils' work is marked regularly but although there are examples of effective marking indicating very clearly to pupils what is good about their work and how they can improve it, this is not consistent throughout the school and, therefore, does not have the impact that it should. This, coupled with the lack of systematic assessment procedures, means that teachers do not know precisely what each pupil knows, understands and can do. Therefore, lessons are sometimes pitched at the wrong level and gaps in knowledge are not identified soon enough. Examples of this were seen in three lessons during the inspection. In each case, the teachers realised that many children had not understood and covered the work again with the whole class. This meant, that for some pupils, time was wasted.
47. The co-ordinator is able and knowledgeable and subject leadership is good. He is relatively new to the school but has a clear vision for the way in which standards can be raised. He has analysed the results of last year's national tests and adjusted the curriculum to meet identified gaps in teaching and pupils' knowledge. He has already identified assessment as an area for improvement and plans are afoot to implement this. Assessment will then be used to set targets for improvement for both the school and for groups of pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school has a good number of computers available to pupils.
- Weaknesses identified in the last inspection have been addressed effectively.
- Teaching and learning are good.
- The use of computers to support learning in other subjects is developing very well.

Commentary

48. By the end of Year 6 standards are above average and all pupils, including those with special educational needs, achieve well. Pupils are confident in using computers and apply their skills competently in other subjects for research, data collection and recording. Their use of computers to monitor and control events is an integral part of lessons, for instance, the use of sensors to measure and plot the temperature of water over a set time. Pupils make very good use of the Internet and most pupils are experienced in using e-mail facilities.
49. There has been good improvement since the previous inspection. The subject has been a high priority and very good leadership has led to much improved resources and training for teachers. The provision of a well-equipped computer suite with reliable equipment has enabled the teaching of computer skills on a regular basis and as a result most pupils demonstrate good keyboard and mouse skills and are confident in loading, saving and printing their work. In addition, the computer suite is used well to promote pupils' learning in other subjects such as literacy, history and religious education.
50. Teachers are now very confident in teaching skills and using computers in lessons and all make effective use of the school's scheme of work to ensure skills previously learned by the pupils are developed effectively. They make good use of a computer/projector link to demonstrate clearly to pupils what they are to learn and give pupils good levels of independence in their work. Teachers use the computer suite very effectively. Pupils enjoy

their work on computers and develop very good attitudes to learning. They collaborate well and more confident pupils help the less confident by providing support.

51. Leadership has been very effective in establishing a good curriculum, improved teaching and learning and the very good level of resources. Management is very good and the support and advice provided to teachers has enabled them to improve their subject knowledge and to teach the subject with increasing confidence. Assessment procedures are satisfactory and in the process of development.

Information and communication technology across the curriculum

52. The teachers make good use of the computer suite to teach a wide range of subjects. The pupils' understanding of science is enhanced through their ability to use sensors for recording temperature. Numeracy skills are developed well with the use of spreadsheets and data collection a regular feature of mathematics. A range of writing activities is undertaken, with pupils using wordprocessing packages to produce second drafts of work. Regular use is made of the Internet for research, for example during the inspection the pupils were observed using it very effectively to research differences between the Athenians and Spartans.

HUMANITIES

Geography

53. No lessons were observed in geography but inspectors examined pupils' work and looked at school documentation including the co-ordinator's file. Standards in geography by the end of Year 6 are average. This judgement is the same as at the time of the previous inspection. The evidence gleaned from the pupils' books shows that they cover the required curriculum in geography and that pupils' achievement is satisfactory. Work is planned from a nationally recommended scheme and pupils' achievement is satisfactory. Resources are adequate and the curriculum is enhanced by studies of the locality around the school and, for the oldest pupils, by an annual residential visit. The subject helps with pupils' understanding of citizenship as they consider the environment, how it changes and ways to improve it.

History

Provision in history is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- Good use is made of the Internet to support teaching and learning.
- The less able and those with special educational needs are given excellent support.
- Visits and visitors enhance the curriculum.
- Leadership and management of the subject are very good.

Commentary

54. Standards in history are average in Year 6. This judgement is the same as at the time of the last inspection. Pupils have a positive attitude towards the subject, they present their work neatly and achieve well.
55. Teachers' planning and pupils' work demonstrates that pupils learn important historical skills as they are encouraged to ask questions and make deductions. They investigate different periods of history and look for similarities and differences and they learn how to tell fact from opinion when looking at sources of evidence. They are encouraged to use the library to look things up, and the use of the Internet provides pupils with additional information. Through their

written work pupils practise and use their literacy and computer skills well. This was particularly evident in the research done about life since the 1930s where very informative books were produced by each pupil. Each one different, but all equally informative and very attractively set out.

56. The teaching of history is good overall. Teachers demonstrate a good level of knowledge about the subject. In the good lesson observed in the Years 3 and 4 class, pupils were sorting Roman artefacts to create a database. The teacher had a good rapport with the class setting a good role model of positive relationships. As a result, pupils co-operated very well with one another as they worked and achieved the learning objective of the lesson. In Year 5, the work was very well matched to the needs of the pupils and the less able were given excellent support from the classroom assistant. Again, artefacts provided excellent stimulus. This coupled with the excellent questioning by the class teacher ensured all pupils achieved well. By Year 6, pupils are able to use information and communication technology competently for research and the more able pupils begin to make effective comparisons between the life styles of the ancient Greeks in Athens and Sparta. Pupils were helped to understand the difference between the kingdom and the democracy, and the different lifestyles of the various citizens. The pupils' research skills were developed very well because the teacher discouraged them from printing out copious amounts of text and encouraged them instead to focus their searches more specifically on the questions.
57. The leadership and management of history are very good. The co-ordinator is knowledgeable and enthusiastic. She monitors pupils' work and teachers' planning and has had the opportunity to observe her colleagues teaching and offer advice. Assessment procedures are satisfactory. The school's resources are enhanced by loans from the library service and by visits out and visitors to school. The subject is enlivened by role-play both in school and when out on visits. For example when visiting Derby, pupils dressed as Romans and Celts and enacted scenes from the past.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Pupils demonstrate very positive attitudes towards the subject.
- Pupils' work is carefully marked but does not always indicate how pupils can improve.
- Teachers plan lessons well, have high expectations and make good links with other subjects.

Commentary

58. Standards in Year 6 are in line with those expected in the locally agreed syllabus and pupils' achievement, including that by pupils with special educational needs, is satisfactory. This judgement is the same as at the time of the last inspection. By Year 6, pupils build a sound knowledge and understanding of the beliefs, teachings and practices of various major religions, and reflect on what religious experiences might mean to those who believe. Pupils are, for example, able to bring together their understanding of the Jewish religion and what is/is not allowed during the Sabbath and the historical reasons for this. Pupils have a very positive attitude towards religious education and this is demonstrated in the care they take in the presentation of their work. Neat careful work is clearly valued by the teachers in their marking, but marking does not explain how pupils can further develop their knowledge and understanding.
59. Teaching is good overall. Teachers use lessons well to bring together English, history, geography and religion. Links with personal social and health education is especially good and they use the subject to promote spirituality well. Teachers have high expectations. They ask searching questions about the magical qualities and intrinsic value of things that cost

nothing, for example. The ensuing work was written up as a poem. They ask pupils to consider the qualities needed by a leader and study the attributes of both famous religious and political leaders. Pupils are then asked to relate these to their own lives and the task of selecting members of the school council.

60. Leadership and management are good. The co-ordinator is knowledgeable about religious education. She has fully taken on board the requirements of the revised version of the locally agreed syllabus that became statutory in 2002 and made appropriate changes to the school's scheme of work and ensures that pupils are provided with a good range of experiences in line with requirements. She monitors teachers' planning and ensures appropriate relevant resources are available. However, she finds assessment in religious education difficult as so much of it is taught through discussion. Consequently the school has no uniform system of assessing pupils' attainment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. Insufficient work was seen in **music** and **physical education** to form overall judgements about provision. However, in assembly the pupils sang tunefully and enthusiastically and a good number of pupils receive instrumental tuition. Parents show a good level of satisfaction with the end-of-year musical performances. Discussions with the music and physical education co-ordinators show that both subjects are taught regularly and systematically and that all of the requirements of the National Curriculum are fulfilled.

Art and design

Provision for art and design is **good**.

Strengths and weaknesses

- Pupils' attainment is above expectations by Year 6.
 - Teaching is generally very good.
 - Good use is made of the work of famous artists to inspire pupils' creativity.
 - Some learning areas are cramped.
62. Good improvement has been made since the previous inspection. Art and design is now given high priority in the school, as an aid to self-expression and as a medium to reinforce other learning. Pupils are expected to produce good quality work in both contexts and they succeed in doing so. For instance, Year 3 pupils were seen using various media to draw images related to their history topic on 'Invaders and Settlers'. Their application of previous learning of observational and artistic techniques enabled them to produce good results varying line, pattern and colour. Higher attaining pupils and those with special educational needs achieved particularly well. Pupils in Years 5 and 6 produced above average results as they applied their skills to pastel drawings of Greek artefacts.
63. Teachers have a very good understanding of the subject and an imaginative approach to the planning of motivating activities. Each pupil has a 'visual diary'. They are used to very good effect. The results achieved as pupils produce prints and rubbings of natural materials, develop designs to embellish items and show awareness of the visual effects of water, are impressive. So too is their talent for capturing atmosphere following studies of Monet, for instance. Pupils' imaginative pastel drawings of grotesque creatures, thought to exist in the past, are positively frightening. The many displays around the school show that this subject is well developed and prized within the school. It makes a good contribution to pupils' spiritual and cultural development.

64. The classrooms and 'open areas' are rather cramped and this limits the range of activities that can take place and also limits the display areas for three-dimensional work. However, the teachers make the best possible use of the available space.

DESIGN AND TECHNOLOGY

Provision for design and technology is **good**.

Main strengths and weaknesses

- Pupils achieve well in this subject.
 - Teachers show a good understanding of the principles of the subject and teaching is at least good.
 - The quality of pupils' work is at least satisfactory and often good.
65. No lessons were available for observation during the course of the inspection but a survey of pupils' previous work and items on display indicated that teachers have good subject knowledge and that they are able to apply this to very good effect in lessons. All assignments give due attention to designing and making for a purpose. Pupils' work shows extremely careful attention to detail as they adjust their drawings following test attempts that identify weaknesses in their original designs. For example, the pupils amended their original designs of waterproof shelters according to the effectiveness of their prototype. Younger pupils showed good levels of skill as they used card and applied their knowledge of electricity to the making of a series of attractive moving objects such as birds, insects and aeroplanes. Pupils have also carried out a study of small containers and visited a ceramics factory where they each made a bowl. There is good integration of the subject in other subject areas.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

66. The provision for this aspect of the curriculum is very good. The co-ordination of this has been added to the responsibilities of the co-ordinator for religious education as many areas overlap. The co-ordinator carries out her duties very well, making sure that staff make appropriate links between the subjects, give it an appropriately high profile within the curriculum and that all facets are adequately addressed. The subject has an up-to-date policy and scheme of work and is taught to each class every week. The scheme is wide ranging encompassing knowledge of and respect for other cultures, healthy living including diet, relationships and an awareness of the dangers of alcohol, smoking and illegal drugs. Three lessons were observed and the teaching seen during the inspection was good overall.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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