

# INSPECTION REPORT

## **ASTERDALE PRIMARY SCHOOL**

Spondon

LEA area: Derby City

Unique reference number: 112761

Headteacher: Mr C Perry

Lead inspector: Mrs G Beasley

Dates of inspection: 11<sup>th</sup> – 13<sup>th</sup> October 2004

Inspection number: 266337

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	198
School address:	Borrowash Road Spondon Derby Derbyshire
Postcode:	DE21 7PH
Telephone number:	01332 662323
Fax number:	01332 767043
Appropriate authority:	The governing body
Name of chair of governors:	Mr John Armitage

Date of previous inspection: 17<sup>th</sup> May 1999

## CHARACTERISTICS OF THE SCHOOL

Asterdale Primary School is situated on the outskirts of Derby, separated from the village of Spondon by the busy A52. It is about the same size as other primary schools with 149 boys and girls on roll. In addition, there are 49 children in the nursery who nearly all attend part time. Many children in the nursery go to other schools as well as Asterdale so there are 15 children in the reception year (foundation two class) who all attend full time. There are slightly more boys than girls. Nearly all pupils are of white UK heritage. A smaller number are of black African backgrounds and these pupils speak English in addition to another language. No pupils are at the early stages of learning English. An above average number of pupils have free school meals. The proportion of pupils with special educational needs is average, the majority linked to moderate learning difficulties. A very small proportion is associated with behavioural difficulties and speech and language difficulties. Three pupils have a statement of their needs and this is average. Overall attainment on entry to the school is well below average. Most pupils come from social backgrounds that are generally less favourable than usual. The school is part of an educational action zone which supports learning in information and communication technology, outdoor residential activities and the creative arts. The school achieved a Healthy Schools Award and Schools Achievement Award in 2003 and an Activemark for its sporting achievements. It is currently working towards achieving an Artsmark for its work in the creative arts. There was a period of uncertainty immediately following the previous inspection, which had a negative effect on the quality of education. Staffing is now more stable.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27899	Mrs G Beasley	Lead inspector	Science, art and design, geography, physical education, provision for children in the foundation stage
19693	Mrs S Hall	Lay inspector	
23733	Miss A Anderson	Team inspector	Mathematics, design and technology, information and communication technology (ICT), special educational needs.
34160	Mrs A Cameron	Team inspector	English, history, music, religious education, English as an additional language.

The inspection contractor was:

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>27</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Asterdale is a good school with some very good features.** Pupils get along together very well. Standards are average and all pupils achieve well. Teaching and learning are good. The school is well led and managed. It gives good value for money.

The school's main strengths and weaknesses are

- Achievement in the nursery and foundation two class is very good. It is good in Years 1 to 6
- Too many parents do not make sure their children go to school regularly
- Pupils have high levels of self-esteem and self-confidence because their personal development is nurtured from the moment they start school
- The headteacher has successfully fostered very good relationships and has built a strong staff team
- Teachers encourage all pupils to contribute in lessons so pupils are keen to put forward their ideas
- Assessment information is not always used effectively so, in some subjects and classes, pupils of different abilities are not always set work which is well matched to their needs
- The curriculum is enriched by a very good range of additional activities and events so pupils are enthusiastic learners

**Improvement since the previous inspection in May 1999 is satisfactory.** Since the previous inspection, standards fell to well below average levels before returning to levels reported last time. Standards and provision in information and communication technology (ICT) have improved significantly. More able pupils are challenged well in most subjects so their achievement is now good and more pupils are getting to above average levels in national tests. Pupils with special educational needs get good support in lessons. Schemes of work are in place for all subjects, but the completion of identical worksheets still happens too often in many subjects, and pupils' investigation skills in science are not developed well enough. Training has now been planned to improve the teaching of this aspect of science.

### STANDARDS ACHIEVED

**Pupils achieve well overall.** The children start in the nursery with levels of attainment well below those usually found. They achieve very well in all areas of learning in nursery and the foundation two class, although by the end of the reception year, the children do not reach the goals they are expected to reach in communication, language and literacy, in mathematical, physical and creative development and in their knowledge and understanding of the world. They reach the goals in their personal, social and emotional development and this makes sure they are confident young learners by the time they start in Year 1.

Pupils achieve well in Years 1 to 6. By the end of Year 2, standards are average in reading, writing, mathematics and science and all pupils achieve well. An improvement in the quality of teaching in Years 1 and 2 is now resulting in higher standards. Standards in art and design and music are average. They are above average in ICT.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	E	C	B
mathematics	A	D	B	B
science	A	D	B	A

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.*

The table shows that pupils in Year 6 reached above average levels in English and science and average levels in mathematics. Higher attaining pupils were challenged well to reach higher levels last year. The school's tracking information indicates achievement was good overall for this group of pupils. Standards seen at the end of Year 6 are average in English, mathematics, science, ICT, art and design and music, which reflects good achievement for this group of pupils since they were in Year 2.

**Provision for pupils' spiritual, moral, social and cultural development is very good.**

Pupils have very good attitudes to school and behave very well. Attendance is unsatisfactory. Most pupils

arrive at school on time and ready to start work.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good.** They are very good in the Foundation Stage and good in the rest of the school. Most lessons usually include some sort of practical activity and this motivates pupils so they are interested and keen to learn. Assessment is satisfactory overall. It is not always used well enough in some year groups and some subjects to plan work at different levels for different groups of pupils. At times, pupil's complete identical worksheets and consequently lower attaining pupils do not always achieve well in group work if an adult is not there to support them. The curriculum is good and provides a very good range of extra curricular clubs and activities. Provision for special educational needs is good and good support from teaching assistants enables these pupils to achieve well. Arrangements for pupils' care and welfare are very good. Links with parents are good. They are very good with the local community. The accommodation is satisfactory overall. It is unsatisfactory for children in the foundation two class because they do not get direct access to the outdoors so have limited opportunities to choose for themselves when to learn outside.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher provides good leadership and has been instrumental in establishing the very positive working atmosphere in the school. Senior teachers and subject leaders provide good leadership although some are not yet involved enough in checking the quality of teaching in lessons because many are new to the role. Leadership and management of the foundation stage are very good. Governors provide satisfactory support and challenge to the school.

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

Nearly all parents are pleased with what the school offers their children. They are confident to come into school and talk to staff, and offer good support to their children's learning. Pupils are very happy with the school and are becoming more involved in putting forward their point of view.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are

- Improve attendance.
- Ensure work is consistently well matched to different ability groups

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

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Pupils achieve well during their time in school. Standards are average overall.

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

- Achievement is good in English, mathematics, science and information and communication technology (ICT) and standards are average at the end of Year 6
- Standards at the end of Year 2 are above average in ICT and achievement is very good
- Pupils do not plan and carry out enough scientific investigations so achievement in this aspect is satisfactory
- Children in the nursery and foundation two class achieve very well
- Pupils with special educational needs achieve well

#### **Commentary**

##### **Foundation Stage**

1. Children start school with well below average skills overall. They achieve very well in all areas of learning, although many children do not reach the goals they are expected to by the time they start in Year 1 in most aspects. The children's writing skills are particularly weak. Very good emphasis is given to developing the children's social skills. As a result, they all get along very well together and develop very good learning habits. By the time they start in Year 1 they are very confident learners and most reach the expected goals in personal, social and emotional development. The lack of immediate access to an outdoor area in the foundation two class, limits the children's opportunities to choose when to learn outside so achievement in knowledge and understanding of the world and physical development is good in the reception year.

##### **Key Stage 1**

2. Standards have been generally well below the national average for the last few years in reading, writing and mathematics. An improvement in the quality of teaching and learning in Years 1 and 2 is resulting in higher standards and those seen during the inspection are average in reading, writing, mathematics and science and above average in ICT. Achievement is good overall.

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

Standards in:	School results	National results
Reading	12.8 (15.3)	15.8 (15.7)
Writing	13.3 (14.3)	14.6 (14.6)
Mathematics	14.4 (15.4)	16.2 (16.3)

*There were 23 pupils in the year group. Figures in brackets are for the previous year*

##### **Key Stage 2**

3. Throughout the school, the very good attitudes to learning by all pupils ensure that they respond very well to the good teaching. Achievement is good. Results have been rising steadily in Years 3 to 6 since 2000 when they hit an all time low. The school subsequently received an Achievement Award in 2003 in recognition of its improved



results. The 2004 results show an improvement on the previous year and were above average in mathematics and science and average in English reflecting good achievement for this year group since their time in Year 2. Standards seen during the inspection indicate that standards will not be quite so high this year but will nevertheless be average in all three subjects. This is because some pupils are unlikely to reach the expected level 4 this year. Higher attaining pupils are given the challenges they need to reach higher than average standards and this is one reason why standards have improved so quickly recently. Good improvements have been made to provision in ICT. Achievement is good and standards are average at the end of Year 6. The focus in science is more on pupils learning scientific facts than developing their investigation skills so achievement in scientific enquiry is satisfactory throughout the school.

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

Standards in:	School results	National results
English	27.4 (24.5)	26.9 (26.8)
mathematics	27.9 (26.2)	27.0 (26.6)
science	29.9 (28.0)	28.6 (28.6)

*There were 27 pupils in the year group. Figures in brackets are for the previous year*

4. Pupils with special educational needs receive good quality support in lessons, both academically and emotionally to make sure they are fully included in the work. As a result, they achieve equally well as others in the class. This is particularly important as many lessons are pitched at higher than average levels to challenge the thinking of higher attaining pupils. Specific vocabulary is taught in lessons so that pupils who speak a language in addition to English are fully included and achieve well. Boys and girls achieve equally well.
5. Standards in art and design and music meet expected levels at the end of Year 2 and Year 6. Achievement is good. Religious education (RE), history and design and technology (DT) were sampled. Evidence indicates standards in RE are in line with expected levels and achievement is good. No judgement was made about standards in history and DT. Physical education and geography were not inspected so no judgments about standards and achievement were made.

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

The school's provision for pupils' personal development is very good. The pupils' attitudes and behaviour are very good. Punctuality is satisfactory but attendance is unsatisfactory.

#### **Main Strengths and Weaknesses**

- Too many parents are not ensuring that their children attend school regularly
- Teachers are very skilled at developing pupils' confidence and self esteem
- Pupils are very keen to get involved in lessons and school life, but they are not always given enough opportunities to try things out for themselves
- The school's very strong moral code means that pupils' behave very well
- Pupils get on very well with their teachers and other pupils

#### **Commentary**

6. Attendance rates are below those found in similar schools, a slight improvement on last year when it was well below average. The long term and sporadic absences have a detrimental effect on pupils' achievements. The school works closely with the educational welfare service

to support those families whose children have very poor attendance, with some limited success. However, one third of absence is due to reasons other than illness or medical appointments. Parents do not always inform the school of why their children are absent and staff do not always follow up unexplained absences immediately. This means that the school has a high rate of unauthorised absence. Despite discouragement from the school, a significant minority of parents are taking their children on holiday during term time, and these pupils are missing vital learning.

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

Authorised absence	
School data	7.4
National data	5.4

Unauthorised absence	
School data	0.7
National data	0.3

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

- The vast majority of pupils arrive at the school on time and lessons start promptly. Although the school frequently reminds parents about punctuality, a few parents are often late and their children are missing an important start to the school day.
- From the time children and pupils start school; staff encourage and support them with sensitivity. Both teachers and support staff gradually but steadily increase the challenge in lessons. They give praise for effort and achievement and support pupils when they struggle to succeed. This means that children and pupils soon blossom into confident learners who are keen to 'have a go'. They listen carefully to their teachers, are very eager to answer questions and willing to try difficult tasks. These very good attitudes have a positive impact on pupils' achievements. Staff are very good at encouraging nursery and reception children to learn through finding out for themselves. However, some teachers in the rest of the school sometimes help pupils too much with information, rather than enabling the pupils to learn by thinking for themselves or writing things down in their own words. This limits the opportunities for pupils to become independent learners. The attitudes and behaviour of pupils with special educational needs are equally as high as those of all the pupils in the school. All pupils enjoy learning.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – any other mixed background
Black or Black British – African

No of pupils on roll
130
3
2
4
4

Number of fixed period exclusions	Number of permanent exclusions
8	1
0	0
0	0
0	0
0	0

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

- The school has successfully developed its positive management of pupils' behaviour. Staff apply the behaviour policy consistently and act as very good role models. Pupils enjoy receiving rewards and understand the consequences of their actions if they misbehave. The

exclusions last year were the result of three boys' persistent anti-social behaviour. Parents and pupils say that rare instances of bullying are dealt with extremely well.

10. The head teacher has engendered a strong community spirit. Pupils feel happy in school and relationships are very good. Teachers often use humour to good effect and there is an atmosphere of mutual respect between pupils and adults. Pupils work well together in pairs and groups and play well together in the playground. Residential visits and school productions give pupils good opportunities to learn to work together. Through their studies of the major world faiths, pupils gain valuable insights into other cultures and learn to value the importance of religion in the lives of others. Spiritual development is nurtured very well. Through opportunities to reflect on life and death, pupils are gaining a deep insight into world issues and self-awareness.

11. The school has maintained the high standards of attitudes, behaviour and personal development found at the time of the last inspection. Attendance levels remain unsatisfactory.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. Teaching and learning are good. The curriculum is good. The school cares very well for pupils. Links with parents are good. They are very good with the local community. Links with other schools are satisfactory.

### Teaching and learning

The quality of teaching and learning is good. Assessment procedures are very good in the foundation stage and satisfactory in Years 1 to 6.

### Main strengths and weaknesses

- Teaching and learning in the nursery and the foundation two class are very good
- Many lessons are interesting because the teacher uses a variety of different ways to involve all pupils in the learning
- Lessons are usually challenging
- Assessment information is not used well enough in some lessons to plan suitable work for all ability groups

### Commentary

12. Children develop very good attitudes quickly when they start in the nursery because the climate for learning is very good. The activities for children enable them to develop a range of skills, knowledge and understanding which puts them in good stead for future learning. There is a very good balance between tasks that develop specific learning and those that the children choose to do themselves and this ensures they make decisions and choices from an early age. This very good teaching continues in the reception year (foundation two class) and ensures that the children are ready to learn as soon as they start in Year 1.

### Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	12 (34%)	12 (34%)	10 (29%)	0 (0%)	0 (0%)	0 (0%)

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

13. When pupils are involved in lessons by doing rather than watching, listening and answering questions, learning is very good. The range of different activities such as

talking together in pairs before sharing ideas with the rest of the class, hot seating activities (when a pupil answers questions pretending to be a historical or story character) and role play ensure all pupils are involved in some way and does not rely on one particular skill for them to succeed. These types of activities benefit all pupils but enhance speaking and listening skills in particular. When pupils are expected to sit for too long watching and listening, their learning is not as rapid but is satisfactory because teachers make sure they all understand the task before setting them off to work.

14. Lessons are challenging because the content is planned at a high level. This enables higher attaining pupils in particular to achieve well. Lessons all start with a review of previous learning and this reminds pupils of what they have covered in previous lessons and sets learning into a context. The lesson objective is told to pupils at the start and revisited at the end so pupils know what they are expected to learn. Questions help teachers find out what pupils already know and this enables them to make accurate ongoing assessments of learning, particularly in English and mathematics. Assessment procedures are satisfactory overall and give the school satisfactory information about how well each child is doing. Individual and group targets in English and mathematics, and discussions during most lessons, ensure pupils have a satisfactory knowledge of their own learning in most subjects. This enables staff to track progress carefully and to make sure each pupil has made at least satisfactory gains in their learning. In some subjects and classes however, this information is often not used well enough to plan for different ability groups so pupils do the same work regardless of their ability. The completion of the same worksheet in group work, sometimes copying this out unnecessarily, structures learning rather than focusing on the skills individual pupils should develop. This means some pupils find it hard to cope unless they are supported in lessons and miss opportunities to write down in their own words what they have learnt. Assessment procedures are very good in the nursery and foundation two class and the information is used very well to make sure planned learning focuses on skills as well as knowledge and understanding and is relevant for all children.
15. The teaching of pupils with special educational needs is good and pupils learn well. All teachers have the information they need to plan suitable learning for particular pupils. All staff are aware of pupils' needs so teaching assistants provide good support in helping these pupils to reach their targets. Teachers put good emphasis on developing pupils' speaking skills and understanding a range of vocabulary to support learning. This has helped those who speak English in addition to another language learn the words they need to talk about their work and make good progress. As a result, all cope very well in lessons and learn at the same rate as others in the class.
16. Improvement since the previous inspection is satisfactory.

### **The curriculum**

The school provides a good curriculum. There are very good opportunities for enrichment through activities outside of lessons. Accommodation and resources are satisfactory. The match of teachers to curriculum is good, although there are not always enough support staff to support group work in some lessons.

### **Main strengths and weaknesses**

- Good links are made with different subjects
- There is a very good choice of clubs at lunchtime and after school

- Visits to local places of interest and visitors into school enhance learning for pupils very well
- The pupils in the foundation two class do not have constant access to an outdoor area for learning
- Provision for pupils with special educational needs is good
- Personal, social and health education issues are covered sensitively

## **Commentary**

17. The curriculum meets all statutory requirements. It is planned carefully to ensure all pupils achieve well. Subjects are linked to make learning meaningful. For example, pupils make moving mechanisms in design and technology and moving sculptures in art and design, while looking at movement in science. More up to date equipment in ICT is accessible to all pupils and used well to support learning in a range of subjects. The school's involvement in the educational action zone has strengthened provision in personal, social and health education, physical education and the creative arts. As a result, the school has achieved a Healthy School's Award and an Active Mark and is working towards gaining an Arts Mark. The curriculum has improved well since the previous inspection and is now good overall.
18. The school provides an impressive variety of extra curricular clubs both at lunchtime and after school. These are well attended by the pupils. They include several music clubs, sports, gardening, cake-making, drama, chess, computers, French and Young Journalists. There are visits from peripatetic music teachers for flute and violin. These lessons are subsidised by the school and the Headteacher is seeking further funding in order to extend these opportunities and the range of instruments on offer to more pupils. Pupils represent the school at various outside events such as choir and chess where they have been particularly successful. A good range of visits and visitors extends the curriculum very well as well as providing important links with the community. Residential visits are arranged annually for older pupils. The broad range of learning opportunities is contributing very well to pupils' good achievement.
19. The accommodation is satisfactory overall. It is unsatisfactory for children in the foundation two class because they do not have ready access to learning outside if they choose. The school plans to rectify this when the building of a new Children's Centre is completed. There is a good match of teachers to the curriculum and this enables pupils to be taught in dedicated year groups. The number of teaching assistants to provide support to pupils with special educational needs is good. However, there is not always enough on hand to support lower attaining pupils in group work in some lessons so learning slows.
20. The programme for teaching pupils about drugs and sex education is good. Pupils learn sensitively about the effects of medicines, alcohol and tobacco and how their bodies change as they grow older through science and designated personal, social and health education lessons. Pupils have a good awareness of the importance of a healthy lifestyle.

## **Care, guidance and support**

Pupils' care, welfare, health and safety are very good. The staff provide good support, advice and guidance to the pupils. There is good involvement of pupils in the life of the school.

## **Main Strengths and Weaknesses**

- Staff show high levels of care and concern for the pupils
- Teachers know the pupils very well and help them to improve their personal and academic skills
- The school pays very good attention to health and safety
- Induction arrangements for new pupils are good
- Staff value pupils' views

### **Commentary**

21. The pupils say that the school is a happy place and that their teachers are kind and helpful. The ethos of mutual respect permeates many aspects of school life. Pupils form trusting relationships with adults working in the school and feel able to ask for support if they are worried or concerned. This secure environment helps pupils become confident learners.
22. Teachers understand the pupils' needs and track their personal development well. They celebrate pupils' achievements in lessons and assemblies and write helpful comments in the pupils' annual reports. Teachers encourage pupils in lessons and give them valuable advice about how to improve their work. This helps pupils to achieve well.
23. Planning for pupils with special educational needs is good. Individual education plans are drawn up for each pupil and are of a good standard. They are reviewed at least termly. Targets are realistic, relevant to the needs of the pupil and they are attainable.
24. Staff ensure that pupils work in a healthy and safe environment and the caretaker is particularly vigilant of any potential risks to the staff's and pupils' safety. Regular checks are made of the premises and risk assessments are undertaken. Appropriate arrangements are in place for testing electrical equipment and emergency evacuation. The teacher responsible for child protection carries out her duties effectively. All adults working in school have received relevant training in child protection procedures and know to report any concerns. Appropriate procedures are in place for pupils in public care. Arrangements for first aid are very good. Several members of staff have received basic training and pupils receive good care and attention in a well-equipped treatment room. Very good records are kept and parents are kept well informed.
25. Staff listen to pupils' opinions and take notice of their views. The newly elected members of the school council are keen to improve school life and have already decided to install a 'friendship bench' for pupils who have no one to play with. Pupils are involved in setting their own academic targets and reflect on their achievements through writing comments in their annual reports.
26. The school has maintained its high levels of care found at the time of the last inspection.

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

Links with parents are good. Links with the community are very good. Links with other schools are satisfactory.

### **Main Strengths and Weaknesses**

- The school works very closely with outside agencies to support family learning
- A very good range of visits and visitors makes learning come to life
- The school welcomes parents into school and encourages them to get involved in their children's education
- Parents hold the school in high regard and support its work
- Pupils' annual reports to parents do not always give enough information about how pupils can improve their work
- There are not enough opportunities for staff to meet with teachers from other schools

### **Commentary**

27. The school has established a very successful family-learning programme (PEEP) which has proved very beneficial to local parents with young children. Weekly sessions, with a crèche, are held in the school hall and skilled staff support parents and carers through a well structured programme based on communication through play. Many of the children later enter the nursery and settle very quickly because they are familiar with school staff and routines. Whilst all parents gain valuable social skills and self-esteem, some parents receive recognition for this work through an accreditation.
28. The school has established profitable links with local employers. Pupils benefit from volunteers helping in the classrooms and working with employees on a technology project. The school has received sponsorship for its allotment and residential visits which enable all pupils to have the opportunity to participate in these extra curricular activities. A very good range of visits and visitors from the community and beyond enriches the curriculum. For example, grandparents talk with pupils about their personal experiences of WWII and pupils take part in outdoor pursuits days in the Peak District.
29. Parents feel welcome in school and staff are very approachable. The headteacher is outside the school at the start and end of the day and this gives parents good opportunities to talk informally with him, as well as making appointments with him
30. The school give parents good information about how they can help their children with their learning. Through events such as a family learning science day, parents are encouraged to share their children's enthusiasm for learning. They also receive useful information about the topics their children will be studying. The prospectus is a helpful document for new parents with tips on preparing children to start school. However the governor's annual report to parents is not a parent-friendly document, nor does it contain all the required information. The journalist club produce a high quality newspaper for parents which celebrates the school's successes, but some parents would like more notice about future events. Termly consultations offer parents good opportunities to discuss their children's progress with teachers. The pupils' annual reports are satisfactory, but vary in quality. The best give parents clear information about how well their children are doing and what they need to improve their work, whilst others only contain information about what the pupils can do. Parents are kept well informed when individual educational plans are reviewed and are invited to annual reviews.
31. Parents are very happy with the school and parents who returned the pre-inspection questionnaire or attended the pre-inspection meeting did not have any significant concerns. Some parents feel they do not get enough notice of changes in dates and times of school events and the school recognises this was an issue last year. The team agrees that when homework consists of copying out worksheets, it does not always support learning in school well enough. Most parents attend the consultation sessions and families are keen to support events such as school concerts. The active parent teacher association works hard to raise funds and organise social events. Parents provide valuable support in the classrooms and on visits.
32. The school works well with the local secondary school to ensure that the transfer of pupils from one stage of their education to another is as smooth as possible. The school is a member of the local group of primary schools and the head teachers meet regularly together. There are few other opportunities for staff to meet with colleagues from other schools and this limits their professional development through sharing ideas and offering mutual support.
33. The school has maintained its good partnership with parents found at the time of the last inspection. It has improved its links with the community which were good and are now very good.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. The governance of the school is satisfactory. Leadership of other key staff is good.

### **Main strengths and weaknesses**

- The leadership and management of the foundation stage are very good
- The good leadership of the headteacher has developed very good relationships and built a strong team
- The strong commitment by all staff to achieve the school's goals has a positive effect on pupils' achievements
- The school makes a very good contribution to the training of new teachers through its strong links with Derby University
- The deployment of support staff is not as effective as it could be

### **Commentary**

34. The good leadership of the headteacher is evident in the strong team spirit he has developed in a new team of teachers. This is particularly impressive as the school has come through difficult times since the last inspection. The headteacher's full involvement in the day-to-day life of the school has given him a focused vision for the direction of the school's priorities. He has a very clear understanding of the particular needs and circumstances of teachers and pupils and leads by good example. The school is heavily involved in the training of new teachers and has wisely used this involvement to its own advantage with the recruitment of new, enthusiastic staff, many of whom have received at least some of their training in the school.
35. The development of a new senior management team has strengthened the leadership of the school and is already beginning to have a positive effect upon the management of the school. The leadership of curriculum developments by subject leaders is good. Most are new to their positions and have already made sure the curriculum is interesting and relevant to pupils. However, many have not yet had time to check out standards and achievement in their subjects. The way the timetable is organised and the deployment of non-teaching staff means that some pupils do not receive additional support in group work during numeracy and literacy so, at times, find it hard to cope with the work they are expected to do. Support is not always available in the foundation two class and this leads to teachers occasionally managing learning rather than teaching specific skills, knowledge and understanding.
36. The management of arrangements for pupils with special educational needs is very good. The newly appointed special educational needs co-ordinator has, with the support of a very experienced consultant, completed an audit of special educational needs within the school and already put in place many procedures which are already having a positive effect upon pupils' achievements.
37. The governing body fulfil their statutory duties satisfactorily. Governors have total confidence in the headteacher and all the staff and have a satisfactory knowledge and understanding of the school's strengths and areas for development. The governing body ensures they fulfil their statutory duties by appointing governors with specific responsibility for checking certain aspects of the school for example special educational needs, but as yet there are no formal checks on the quality of specific curriculum areas. They support the school well and those who are able to visit very frequently.



38. The school's day-to-day financial controls and procedures are good, enabling the close monitoring of spending decisions. The governing body has given the headteacher full support concerning the under-spend within the three year budget. This will enable the school to maintain a stable staff over the next three years and thus ensure greater stability for the pupils.

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

Income and expenditure (£)	
Total income	759655
Total expenditure	704983
Expenditure per pupil	3065

Balances (£)	
Balance from previous year	85249
Balance carried forward to the next	139921

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

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

Provision for children in the foundation stage is very good.

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

- Achievement is very good
- Children learn by doing so learning is very good in most lessons
- Assessment information is used very well
- The curriculum is well organised
- The accommodation for children in the foundation two class is unsatisfactory
- Leadership and management are very good

#### **Commentary**

39. Most children who start at the nursery have low levels of self-confidence and self-esteem. Their needs are nurtured particularly well so they all settle to learning very quickly. As a result, all children achieve very well in their first year, especially in personal, social and emotional development and although many are not yet learning at the levels they should be for their age by the time they transfer to the reception year, they are all ready to learn. Many children who reach expected levels go to other local schools, so those who stay at Asterdale are still achieving below the levels expected in all areas of learning. The children continue to achieve very well in the reception year (foundation two class) and by the end of the year are reaching the goals they are expected to reach in their personal, social and emotional development. They are not yet there in other areas of learning.
40. Teaching and learning are very good. Adults in both classes work very well together to make sure that the children are always fully involved in their learning. Adults often join in with the children's play and this helps them to develop learning skills and extends their understanding. Learning is organised very well to ensure the children have covered what they should by the time they join Year 1. There is a very good balance between activities led by adults and those chosen by children. Learning is usually very good because of very good support from teachers and teaching assistants. When a teaching assistant is not available in the foundation two class, learning slows down for some children because the teacher is taken away from teaching a group. The sensory room in the nursery is a particular favourite at the moment and provides very good opportunities for children to learn using their sight, hearing and touch. Careful and detailed assessments as the children learn ensure all adults have a very good knowledge of children's needs ensuring learning is built upon systematically.
41. The accommodation for children in the nursery is very good and very well organised to encourage independence. This is not the case in the foundation two class because the children do not have immediate access to a safe outdoor area. Although the school makes every effort for the children in this class to access the nursery garden three times a week, there is limited opportunity for the children to decide for themselves when they want to learn outdoors. This leads to good rather than very good achievement in knowledge and understanding of the world and physical development during the reception year. Plans to build new accommodation for all children in the foundation stage recognise and deal with this weakness.

42. Leadership of the foundation stage is very good. The school knows precisely what it needs to improve and develop next and these are set out clearly in an action plan which closely links provision with achievement. Close links with parents ensure a smooth transition into nursery and the reception year. Improvement since the previous inspection is good.

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

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

### **Main strengths and weaknesses**

- Children settle very quickly to routines because of the safe welcoming environment in the nursery
- Children soon learn to make decisions because of the very good opportunities to make choices.
- All children have high levels of respect for each other

### **Commentary**

43. Adults are very good models for the children because they always treat them politely and with high levels of respect. This shows the children how they are expected to behave. The children respond very well to this and treat each other with similar high levels of respect. They follow the rules without question, standing in line to wait for their turn on the swing or to ride a favourite trike. These activities are always on offer in the nursery if they choose to do them, so they know their patience will be rewarded. All children look after their own needs from an early age and this helps them to decide for themselves when they want to learn outside or inside. This develops their independence and self-help skills very well. Very good opportunities to make choices continue in the foundation two class. However, because there is no direct access to the outdoors, this is restricted to indoor activities. The children soon learn to get along together very well because of the positive climate created in the nursery and foundation two class.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is very good.

### **Main strengths and weaknesses**

- Achievement in speaking and listening is very good
- Writing skills are weak
- The children achieve well in their early reading skills

### **Commentary**

44. The very wide range of activities on offer soon develops the children's vocabulary so that by the end of the reception year, most talk about their personal experiences with confidence. Adults give the children the time they need to 'find the words' to talk about their work so that by the time they start in Year 1, a few explain their thinking and are starting to explain why they think something happened in the way that it did. Adults in nursery and in the foundation two class constantly talk to the children and this helps them learn to use new words. A wide range of questions is used very well to entice additional responses from the children to help clarify their thinking. Stories and poems in the nursery ensure the children learn quickly about words and reading. This is built on well in the foundation two class and simple games help the children learn the letter names and sounds by the time they start in Year 1. Good opportunities are planned and organised

for the children to write for different reasons such as writing invitations to a party or birthday cards for their friends. Writing skills are still well below average by the end of the reception year. Good pencil control ensures that letters are usually written correctly but many children are not yet writing words independently, relying on copying or making marks to say what they want.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is very good.

### **Main strengths and weaknesses**

- Good links are made with other areas of learning so learning is interesting
- Counting skills are developed in a number of different activities

### **Commentary**

45. Children develop their counting skills in a range of activities and this ensures daily practice of recognising and using numbers in everyday situations. For example, in a simple target practice game outside, children were choosing a number before trying to throw their beanbag through the chosen numbered hoop. This developed their throwing skills as well as their ability to recognise written numbers. Through constant practice with counting, a small number of more able children are beginning to write their numbers to ten before they leave nursery so are ready to add and take away in written sums by the time they are in reception. 'Shape people' provide good opportunity to distinguish between circles, triangle, squares and rectangles so that the children are ready to consider how these are drawn by the end of reception year. Learning is developed very well in the foundation two class so the children recognise and count confidently to ten by the end of the reception year. They know the names of common shapes and sort these confidently by the number of sides and corners.

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

Provision in knowledge and understanding of the world is good.

### **Main strengths and weaknesses**

- A very good range of activities ensures the children make very good progress in learning about the world in which they live
- Children in the foundation two class do not have enough opportunities to choose when to learn outdoors

### **Commentary**

46. The nursery and foundation two classes are set up to give the children very good choices to support their learning about the world in which they live. Cooking activities are a regular feature and this helps the children to think about which foods are healthier than others. Adults use questions very well to get the children to consider how ingredients change when they are mixed together and cooked and this helps them to develop an inquisitive approach to learning. Computers and listening centres are always available and as a result, the children know a good range of programs. They log on and play independently simple games to support their counting, letter matching and knowledge and understanding of size and shape. The outdoor environment provides a very good resource for the children in the nursery to look closely at living things during their outdoor play and this raises their awareness of the need to care for the

environment. While this facility is available to children in the foundation two class three times a week, planned exploration of living things is not built into the curriculum as regularly so achievement is only good in this aspect during this year. Adventures into the local environment from time to time raise their awareness of the local area and its facilities well.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is good.

### **Main strengths and weaknesses**

- A wide range of opportunities for nursery children help to develop a full range of physical skills
- Children have good pencil control by the end of the reception year
- Good opportunities ensure the children know how to keep themselves safe and healthy

### **Commentary**

47. Very good organisation of activities outside enables the children in the nursery to explore space and develop their movements and ball skills. As a result, they ride trikes, push trolleys and prams, and use the swing with great care and attention to their own and others' safety. Digging and painting are always on offer and this enables them to develop strength and accuracy when filling containers and painting pictures. Climbing apparatus provides very good opportunity to develop balancing, climbing and jumping skills while target games develop the accuracy of throwing very well.

Children in the foundation two class get the chance to use the area three times a week, and this provides well for their physical development. At other times they do PE in the hall and while this is satisfactory, there is no ongoing opportunity for them to practise their skills on a daily basis. Healthy snacks are provided and this raises the children's awareness of the need to eat healthy foods. A very wide range of drawing, painting, cutting, sticking and building activities ensure children have good hand control by the time they start in Year 1.

## **CREATIVE DEVELOPMENT**

Provision in creative development is very good.

### **Main strengths and weaknesses**

- Very good opportunities are available for the children to explore paint, colour and shape
- Children have very good access to musical instruments and opportunities to explore sounds

### **Commentary**

48. *'I'm drawing a butterfly'* one child volunteered as he confidently put crayon to paper. This reflects the confidence with which the children explore colour, pattern and shape in the nursery. Adults support very well by talking to individuals about their work and encourage them to produce the correct shape and colours to show off their drawings. As a result, the simple scribble drawings of people when some children first start nursery soon develop into recognisable family members by the time they start in reception. Items for the children to explore are left about the nursery so that the children squeal with delight when they produce a new colour or design a different pattern. The children's creativity continues to be developed very well in reception. Role-play is a feature on most days in nursery and the foundation two class and this encourages the children to use their imaginations to create different scenarios. During the inspection, the 'paramedics' made sure they saved the lives of their patients through gentle care

and encouragement. Musical activity is available in both nursery and the foundation two class so all children can explore sounds and note how these change when instruments are hit, scraped or shaken. Using musical instruments to add sound effects to a favourite story encourages the children to think about which sounds best fit the action.

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

### **ENGLISH**

Provision for English is good

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

- The quality of teaching and learning is good
- Achievement is good because pupils are challenged well
- Pupils listen well and are eager to learn
- Overuse of worksheets restricts opportunities for pupils to write at length
- Standards in writing are not as high as they are in reading

#### **Commentary**

49. Standards fell after the previous inspection to well below average levels. They have been improving steadily since then and are now average at the end of Year 2 and Year 6. Good teaching and learning and pupils' very positive attitudes enable all pupils to achieve well. This represents satisfactory improvement since the last inspection.
50. Teachers provide good opportunities for pupils to talk to each other as well as to explain why they think what they do. For example, good use was made of puppets to encourage Year 2 pupils to talk about difficult situations. Pupils listen attentively in class to their teachers and to each other. They are eager to talk and give opinions but often lack the necessary language to express themselves fully. This affects standards in reading and writing. In the best lessons the talking is supported by the class teacher and teaching assistant, thus improving the pupils' vocabulary. Some teachers encourage pupils to talk and discuss in groups before writing, in order to extend their language skills. This leads to very good achievement in these lessons. By the end of Year 6 pupils speaking and listening skills are average and achievement is good.
51. Teachers ask challenging questions during shared reading sessions, and this is helping pupils to understand what they are reading. Pupils are given good opportunities to talk about their reading and so are confident to say what they like about different types of books. While many teachers teach specific skills to small groups of pupils and provide time for pupils to read independently, this happens more frequently in some classes than others. By the end of Years 2 and 6 standards are average and achievement is good.
52. Presentation of written work is of a high standard because pupils take care with handwriting, punctuation and spelling. Pupils have good opportunities to write down their ideas in English lessons and some of the work is interesting and of a good standard. Some teachers have worked hard to develop writing skills in other subjects thus making writing more relevant for pupils. For example, Year 6 pupils had written about how it felt to be an evacuee during World War II linking well to their work in history. This is not consistent practice in all year groups and subjects. In some classes pupils do not have enough opportunity to write down their ideas in their own words in other

subjects because most of the work is in the form of identical worksheets. As a result, standards in writing are not as high as they are in reading and achievement is satisfactory.

53. The overall quality of teaching and learning is good. The most successful lessons are well planned with clear learning objectives which are discussed with pupils and revisited at the end of the lesson. Teachers expect high standards of behaviour and pupils work very well without adult supervision. There are very good relationships between adults and pupils. In the best lessons, the pace is good, teachers use a variety of teaching styles which ensure that all pupils are interested and motivated to learn and work is matched to the different ability groups in the class. Lessons are challenging and this enables higher attaining pupils to achieve well. Sometimes the work pupils do in groups is the same for all ability groups and while good support from teaching assistants enables pupils who need help keep up with the rest of the class, this support is not always available and some pupils start to flounder. Teachers assess carefully what pupils can do and the information is used satisfactorily to set relevant targets for reading and writing. Marking is positive and rewards effort. However, it does not always link to the learning objective for that lesson and consequently give enough guidance to pupils on how they can improve their work.
54. Leadership and management of English are satisfactory. The co-ordinator has only been in place for a short time and has not yet looked closely at standards and achievement in the subject. She is supported well by a member of the senior management team.

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

55. The use of language and literacy across the curriculum is satisfactory overall. Good opportunities are planned for pupils to talk and read. Many develop good research skills by looking up facts for learning in a number of subjects including history, geography and science, often using the Internet as a resource. However, with the exception of two classes, most of the writing done by the pupils involves filling in missing words on worksheets. Very often, large sections of writing are being copied out needlessly. As a result writing across the curriculum is unsatisfactory.

## **MATHEMATICS**

Provision in mathematics is good.

### **Main strengths and weaknesses**

- Pupils' achieve well throughout the school
- In most classes work is matched closely to pupils' need
- The leadership and management are good
- Assessment procedures are very good but the information is not always used well enough to set work which is matched to different ability groups
- Lack of additional support in Years 1 and 2 lessons sometimes affects learning

### **Commentary**

56. Standards of work throughout the school are average and achievement is good. Improvement since the last inspection is satisfactory.
57. Teaching and learning are good throughout the school with work usually matched closely to pupils' needs and abilities in most classes. Where this happens pupils of all abilities, including those with special educational needs, learn very well. For example, in one very good lesson, pupils used their knowledge of addition and subtraction to solve simple money problems involving the purchase of 3-dimensional shapes. By the end of the lesson pupils were confident in a variety of skills. The class was organised so that all pupils, whatever their ability, worked with enjoyment and total concentration, and this increased their learning. Questioning at the start of lessons is often lively and well directed so that even the quietest pupils are straining to answer questions and explain how to solve the various problems. Pupils with special educational needs are included very well in whole class mental arithmetic activities often working at their own level on tasks using laptop computers.
58. Identical worksheets are sometimes used and this leads to all pupils being given the same task to do in group work. These prove too difficult for less able pupils to complete when there is no additional support available in lessons and do not provide sufficient challenge for more able pupils. Consequently, these pupils become bored. Evidence of a high level of very effective support by teaching assistants was observed in the older classes but the lack of such support in Years 1 and 2 hinders some pupils' progress.
59. The leadership and management of the subject are good. Very good use is made of regular assessment of pupils' work to make forecasts of future achievements and to highlight areas where pupils need to consolidate their knowledge and understanding. This analysis is used well to show successful teaching and learning and also where this can be improved. The subject action plan identifies how these strengths will be shared to ensure work is better matched to the needs of all pupils.

### **Mathematics across the curriculum**

60. The use of mathematics across the curriculum is satisfactory. Pupils record test results as graphs and tables and measure temperature, length and mass accurately in science. Good opportunities are used for pupils to work out number problems such as working out how many pupils are away if fifteen are present. Shape and pattern are explored in art and design and used to create pictures on computer screen.

### **SCIENCE**

Provision in science is good.

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

- Higher attaining pupils are challenged well
- The curriculum is enriched very well so pupils are keen learners
- Pupils do not get enough opportunity to plan and carry out their own investigations
- Too much work is copied or consists of identical worksheets so pupils do not have enough opportunities to record their own ideas

#### **Commentary**

61. Standards are average at the end of Year 2 and Year 6 and achievement is good. The school is particularly successful in getting more than an average proportion of pupils to the higher level 5. As a result, standards have been rising faster than the national rate for a number of years.



62. Teaching and learning are good. Lessons are interesting and quickly gain pupils' interests so that they are keen to learn. In all lessons, there is a good balance between investigation and learning of facts so pupils have a secure understanding of scientific ideas with which they are presented. In some classes pupils are involved in carrying out some of the investigations themselves and this aids their understanding. For example, pupils in Year 2 are considering which types of exercise helps people to keep fit, while pupils in Year 4 are investigating whether those with bigger feet can jump further. The results are recorded as graphs so simple comparisons can be made quickly. In some lessons, however, the practical part of lessons is carried out by the teacher and while this leads to satisfactory standards, limits the opportunity to predict what might happen and plan a way forward independently. This is a weakness which remains from the previous inspection. Assessment procedures are satisfactory overall. However, the information is not always used sufficiently well to plan work for different ability groups. In some classes, pupils tend to complete the same work, often guided by identical worksheets and, while lower attaining pupils manage to complete these and achieve well when they are supported in lessons by an adult, when additional adults are not available this is not always possible so many get stuck and find it hard to cope.

63. Leadership and management of the subject are good. The curriculum is interesting and enriched very well with a range of visits and visitors which bring the subject alive and make learning meaningful. Good links with other subjects, particularly with personal, social and health education, design and technology and ICT, ensure pupils learn through real situations. Improvement since the previous inspection is satisfactory overall although there is still a weakness in providing for pupils' independent scientific enquiry skills. The school has recognised this weakness in the subject action plan and the co-ordinator is already taking steps to build a greater emphasis on developing pupils' scientific enquiry skills in lessons.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is good.

### **Main strengths and weaknesses**

- There has been very good improvement in pupils' access to computers since the previous inspection
- Improvement in pupils' skills is good
- Teaching and learning are good
- A lack of additional support in some lessons slows learning

### **Commentary**

64. Standards are above average by Year 2 and average by Year 6. This is good improvement since the last inspection when they were judged to be below national expectations. The reason standards are no better than average by Year 6 is because older pupils were unable to have ICT lessons for a considerable time due to the theft of computers from the school. Standards are rising with the use of the present ICT suite. Achievement is good.

65. The overall quality of teaching and learning is good throughout the school with some examples of very good and excellent teaching observed during the inspection. Teachers are confident in their use of the interactive whiteboard (a computer linked to a large screen) as a teaching aid. They use it very well to demonstrate new skills, such as

inserting pictures into writing and reminding pupils of those previously learnt, for example, using the shift key and the space bar. By Year 2, almost all pupils use computers with confidence, for example, when typing up their work in design technology on 'How to make a jam sandwich'. They remember how to sign on to open their personal files and how to store their work. Achievement for current Year 2 pupils is very good.

66. In Years 3 to 6, pupils improve their skills well. Learning is fun and teachers plan tasks that are exciting and which ensure concentration. This was evident when pupils discovered that they could illustrate work with pictures that they had chosen themselves and learned how to move them into position, their delight was plain to see. Older pupils achieve well and 'fill in the gaps' in their knowledge caused by the previous lack of computers. They cut and paste information from the Internet, learning how to alter the size and shape of their illustrations to fit around their written information. More able pupils are learning how to use a slide show program to present 'Our School', deciding who their target audience would be and which effects to use to best 'sell' the school to that audience.
67. Leadership and management of the subject are good. The computer suite has been re-sited in a corridor and, so long as there is not too much human traffic, it provides a compact learning base. A recent audit of pupils' basic ICT skills has provided a very useful basis for learning and enables teachers to target areas of individual need well. Pupils' attitudes in the suite are very good. They treat the computers with respect and are very willing to help one another solve any problems which arise. A lack of additional support from teaching assistants in some lessons hinders pupils' learning as they occasionally have to wait too long for help from the one adult in the room.

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

68. There is satisfactory use of ICT across the curriculum. The computers in the ICT suite are used well as tools for research. In history, for example, good use has been made of the Internet to discover what it was like to be a child in this country during World War Two. In mathematics, pupils with special educational needs use a program on the laptops very effectively to consolidate their knowledge of times tables. During the inspection and during an analysis of work, there was some evidence of ICT being used within individual classrooms during other lessons. For example, the digital microscope is used effectively to notice the minute detail of seed germination and growth in science. The digital camera is used well to capture images to use on a new school website.

### **HUMANITIES**

69. **History** and **religious education** were sampled and not inspected in full so no overall judgement was made about provision in the subjects. **Geography** was not inspected. Conversations with pupils and staff, displays of pupils' work and scrutiny of planning indicate that the curriculum is covered at least satisfactorily in this subject.
70. Two lessons were observed in **religious education** in Years 1 and 4. Standards were in line with expectations in both year groups. Achievement was good in the lessons seen. A good range of relevant resources were used very effectively in both lessons to interest pupils. Consequently, by the end of the lessons, all Year 1 pupils knew the meaning and purpose of candles in the Christening service and Year 4 pupils talked knowledgeably about the meaning of worship to Hindus. This is good improvement

since the previous inspection when the poor range of religious artefacts was criticised. Displays in every classroom and in the corridors indicate that the curriculum covers all major faiths well. All the main events in the Christian calendar are celebrated in school and pupils learn about celebrations in other faiths. As a result, Year 6 pupils talk confidently about different religions, showing a good understanding and respect for religious festivals and the purpose and meaning of symbols and religious traditions to people's beliefs. Reading and speaking and listening skills are developed well in the subject through debates and looking up religious facts in books and on the Internet. Most of the written work is in the form of identical worksheets so pupils are given too little opportunity to write down what they learn in their own words. The school is currently teaching a new scheme of work which is one taught by other schools locally, another improvement since the previous inspection, and all staff have undergone training to update their knowledge. The subject is enriched very well and made more relevant through visits to places of worship including the local church and a mosque. The school has good links with the "Open Centre", a local group who help to arrange visits for school children.

71. The one lesson observed in **history** was very good. Scrutiny of pupils work and displays around the school indicate that the curriculum is good and enriched very well with visits and visitors. Historical artefacts are used very effectively to motivate learning. The air-raid shelter in the Year 6 classroom included a tape of an air-raid to bring learning to life and for pupils to experience first hand what it must have been like to be inside during the war. This sparked off pupils' imaginations and their writing was enriched with lively vocabulary as a result. Visits into the local area including a nearby centre which was formerly a prisoner of war camp led to enthusiastic conversations about what they had learned. Literacy skills are developed well. For example, pupils in Year 2 had written good accounts about the work of Florence Nightingale.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

72. Provision in design and technology and physical education was not judged. Inspectors observed one lesson in **design and technology**, talked to pupils and looked at work. Standards were above average in the lesson seen and teaching and learning were very good. The curriculum is very well organised to make sure pupils learn what they should. Pupils are very aware of the need to plan, make and evaluate their work and make good suggestions about how they can make improvements to make the product better. When making pizzas for example, pupils in Year 5 were very well aware of why they needed to measure out quantities very carefully as this will affect the finished texture and taste of their pizzas. Good links with other subjects including science and art and design make learning relevant and give it a purpose. **Physical education** was not inspected.

### **Art and design**

Provision in art and design is good.

### **Main strengths and weaknesses**

- Pupils like art and are confident to try out new ideas and techniques
- The curriculum is interesting

### **Commentary**

73. Standards have been maintained since the previous inspection and remain in line with expectations at the end of Year 2 and Year 6. Achievement is good.

74. Teaching and learning are good. Lessons are planned well so pupils are always busy. Pupils say art is their favourite subject because it is so interesting. Care is taken for pupils to think about their work and to suggest ways of making it even more effective. As a result, pupils are confident to talk about their work and deepen their understanding of colour, shape and form. They explore and experiment with a range of paints, pastels, clay, fabrics, papers and other materials to create different effects, pictures and sculptures. Pupils enjoy art because lessons are practical and interesting. They acknowledge that they are given time to create but at the same time learn new techniques and develop new skills.
75. Leadership and management of the subject are good. Pupils enjoy a very rich curriculum because of the wide range of experiences and visitors into school, to teach specific skills and techniques. As a result, they talk knowledgeably about the work of different artists and the art they have done in school.

## **Music**

Provision in music is good.

### **Main strengths and weaknesses**

- Pupils sing well
- Very good extra opportunities enrich the subject for pupils

### **Commentary**

76. Standards at the end of Year 2 and Year 6 are in line with expectations. Standards in singing are above average. Pupils sing a wide range of songs well and with enthusiasm. They clap rhythmically and keep their own parts going when singing in different parts. The subject has a high profile in the school and pupils perform regularly at local music festivals with the choir which has enjoyed much success. There is a good variety of lunchtime and after school clubs on offer such as recorder and choir, and visiting musicians enrich pupils' experiences very well. Those who want to learn to play a musical instrument are given every support to use the specialist teaching from the local music service. As a result, pupils are taught to play a wide range of musical instruments. All pupils achieve well. The school has maintained the positive aspects which were noted in the previous inspection.
77. Teaching and learning are good. Lessons are challenging and, as a result, many pupils recognise and follow musical notation by the end of Year 6. In one very good lesson pupils worked together very confidently to produce a group composition. They chose from a wide range of percussion instruments to compose a piece to a good standard, creating sounds with different tempos, harmony and pitch. All pupils were included because of the very good support from the teacher and teaching assistant who moved between the groups offering guidance and support. This ensured all pupils took part in the lesson with obvious enjoyment.
78. Leadership and management are good. There are good, detailed plans on how to improve provision. This includes increasing the variety of instrumental tuition which is currently on offer. There is good subject planning which provides for very good

enrichment to the curriculum through studying music from different times and cultures. Good support is provided for any teachers who are less confident in music teaching.

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

79. Too few lessons were seen to make an overall judgement about provision. Inspectors observed two lessons which were both judged good. They looked at pupils' work and talked to staff and pupils about the subject. Standards are above average by the end of Year 2 and Year 6, and pupils have a good understanding of how to keep themselves safe and healthy. The curriculum is planned well. Most of the subject is taught through science or in designated lessons, when pupils sit in a circle and talk about various issues. The school received a Healthy Schools Award because of the good work being done in this area.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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