

INSPECTION REPORT

FIRS ESTATE PRIMARY SCHOOL

Derby

LEA area: City of Derby

Unique reference number: 112778

Headteacher: Mrs M. E. Hanson

Lead inspector: Mr Declan McCarthy

Dates of inspection: 23rd – 25th May 2005

Inspection number: 266824

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 years
Gender of pupils:	Mixed
Number on roll:	230
School address:	Raven Street Derby Derbyshire
Postcode:	DE22 3WA
Telephone number:	01332 346230
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Martin Tunnicliffe
Date of previous inspection:	24 th May 1999

CHARACTERISTICS OF THE SCHOOL

Firs Estate Primary School has 230 pupils on roll, aged 3 to 11, including 24 part-time children in the nursery and 27 full-time children in the reception year. The school draws its pupils from the city of Derby, with a wide variety of social, economic and cultural backgrounds. However there are considerable factors of social and economic deprivation, with a significant number of pupils coming from the most disadvantaged areas of Derby. The school takes pupils from the Women's Refuge and short-term housing association accommodation in the area. Most pupils are of white British heritage, but a significant minority of other pupils are of mixed white and black Caribbean, black African, Indian or Pakistani heritage. Although there are relatively small numbers of refugees and asylum seekers from Afghanistan, Latvia, Congo and Albania, the numbers of refugees have increased in recent years. There are an above average number of pupils who are at an early stage of learning English: their first languages are Tagalog and other diverse languages.

The levels of knowledge and understanding of children when they arrive at school are well below average. Almost 35% of the pupils are eligible for free school meals, which is above the national average. The proportion of pupils identified with special educational needs (SEN), including those with a statement, is also above average. These pupils have a range of difficulties, mainly moderate learning difficulties and emotional, social and behavioural difficulties, although a few pupils have speech language and communication difficulties, physical disabilities or specific learning difficulties. The number of pupils joining and leaving the school during the year is also above average.

The school has received a number of awards for its work, including the Activemark in 2003 and the Basic Skills Quality Mark in 2001, which was renewed in 2004. It also achieved Investors in People

status in 2001, which was again renewed in 2003. The school is involved in community initiatives including occasional adult education courses and a weekly Baby and Toddler group. The school has recently joined the Excellence Cluster initiative and the Primary Leadership Programme in order to raise standards. The headteacher is due to retire very soon and a new acting headteacher has been appointed for next term.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23886	Declan McCarthy	Lead inspector	Special educational needs Science Music Physical education
9079	Ann Moss	Lay inspector	
27568	Midge Davidson	Team inspector	Foundation Stage Mathematics Geography History Religious education
22397	Stuart Fowler	Team inspector	English as an additional language English Information and communication technology (ICT) Art and design Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The headteacher's very good leadership promotes very good inclusion and strong teamwork among staff. Pupils' achievements are good overall as a result of good teaching and learning. The school is well led and managed, and provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils in Years 3 to 6 and children in the Foundation Stage are achieving well, as a result of high expectations for teaching and learning.
- Very good support provided by teaching assistants ensures that pupils who are at an early stage of learning English and those with special educational needs achieve well.
- Very good leadership by the headteacher and very effective support from the Chair of Governors have led to significant improvements in provision and high staff morale.
- Subject leaders for English and mathematics do not fully monitor the quality of teaching and learning or pupils' achievement across the school.
- Whole-school assessment information is not used well enough by teachers to move pupils' learning forward.
- The attendance of a few pupils is poor despite the school's very good efforts to promote their good attendance.
- The school's good provision for pupils' personal development and high quality care have a positive impact on their learning and development.
- Very good links with parents and very good opportunities for enrichment help to ensure that all pupils are very effectively included in all that the school has to offer.

The school has made good improvement overall since it was last inspected in May 1999, with significant improvements in key aspects of its work. The key issues from the last inspection have all been effectively addressed. There has been good improvement in teaching and learning, in pupils' achievements overall and in the curriculum, particularly in relation to the use of information and communication technology (ICT). However, standards remain low, particularly in Years 1 and 2.

STANDARDS ACHIEVED

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

*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.*

Pupils' achievements are good overall. Since the school was last inspected there has been a steady increase in the number of pupils who are at the early stages of learning English, who have special educational needs or who join the school after the reception year, and this has affected the outcomes in national tests. Although the 2004 Year 6 results are in line with those of schools in a similar context, results are improving faster than in the

majority of these schools. This inspection shows that current standards in Year 6 are below average in English, mathematics, science, ICT and religious education. The school's own detailed analysis of pupils' performance over time confirms inspection findings - that pupils in Years 3 to 6, including those with specific needs, are achieving well. In comparison with schools nationally and also similar schools, the 2004 Year 2 results show that standards in reading and writing were well below average and standards in mathematics were very low. Improvement since the last inspection has been below the national trend, largely due to the changing profile of pupils. For current Year 2 pupils, standards remain well below average. Since pupils enter the school with standards well below those expected for their age this represents satisfactory achievement for pupils in Years 1 and 2. Although most children may not meet the goals expected by the end of the reception year, their achievements in the Foundation Stage are good in most areas of learning, and very good in personal, social and emotional development.

Pupils' personal qualities are good. Pupils' attitudes are good; they have very good relationships with others and behave well throughout the school. Pupils' spiritual, moral, social and cultural development is good. Attendance and punctuality are unsatisfactory overall, as a result of the poor attendance of a small minority of pupils.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall. Teaching in Years 1 and 2 ranges from satisfactory to good and is satisfactory overall. Teaching is good in the Foundation Stage and in Years 3 to 6. Where teaching is good, expectations for learning are high and the planning of lessons and the use of support staff to promote the learning of pupils who are at an early stage of learning English and those with special educational needs is very good. Teachers are not using whole-school assessment data to set targets for pupils and move their learning forward. The curriculum is good, with very good provision for pupils with special educational needs and those who are at an early stage of learning English. There is a very good range of extra-curricular activities. Resources are satisfactory and accommodation is good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Leadership by the headteacher is very good and she receives good support from the deputy head. Subject leadership is satisfactory overall as some subject leaders have yet to fully develop their monitoring role across the school in order to further improve teaching and learning and raise standards, particularly in English and mathematics. Management is good. The headteacher and the deputy head rigorously check and evaluate the school's work, ensuring that any weaknesses in the quality of education are identified and addressed. However, teachers have yet to make effective use of performance data to help raise standards. The school operates very smoothly on a day-to-day basis. Financial management is good. The work of the governing body is good and governors ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views of the school and support it strongly.

IMPROVEMENTS NEEDED

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

- Ensure that subject leaders for English and mathematics monitor teaching, learning and achievement across the school more effectively in order to raise standards.
- Ensure that all teachers use whole-school assessment information when setting individual pupil targets.
- Continue to work closely with the parents of the few pupils whose attendance is poor in order to improve their attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils' achievements are good. Standards in the Foundation Stage are below those expected for the children's age. Starting from a lower base, current Year 2 standards are well below the national average. However, by Year 6 they have risen to just below the national average.

Main strengths and weaknesses

- Children in the nursery and reception class achieve very well in personal, social and emotional development and their achievements are good in all other areas of learning in response to good teaching.
- Pupils' achievements in Years 3 to 6 are good as a result of consistently good teaching.
- Pupils with special educational needs and those who are at an early stage of learning English achieve well.

Commentary

1. Children in the nursery enter the school with skills that are well below those usually found at this age. A very high proportion of children are at an early stage of learning English or have particular special educational needs or emotional and social needs which impact negatively on learning. Nevertheless, by the end of the reception year their attainment in personal, social and emotional development rises well so that they reach the standards expected for their age. However, most children are not expected to reach the learning goals set nationally for this age group in other areas of learning. Despite this, their achievements are good in most areas of learning, although children achieve very well in their personal, social, and emotional development because there is very good teaching and support for children in the early stages of learning English, and for those with special educational needs.
2. Lower standards on entry to the school and the specific learning or social needs of a significant number of current pupils have had an adverse impact on standards, particularly in Years 1 and 2. Standards in Year 2 are now lower than when the school was last inspected and therefore are not improving as well in most schools. The table below shows a dip in the Year 2 national test results in 2004; they were well below those of similar schools in reading and writing, and in mathematics they were very low when compared to all schools and also similar schools. However, the proportion of pupils reaching the higher Level 3 in reading was above, and in science it was well above that seen nationally. Inspection evidence indicates that pupils achieve satisfactorily in Years 1 and 2 overall although attainment remains well below average for their age. This is mainly because a higher proportion of pupils in this group are either identified with special educational needs or are at an early stage of learning English. Furthermore, there are few higher attaining pupils in this group.
3. Other factors are having some impact on standards, particularly in Years 1 and 2. One is that, despite the best efforts of the subject leaders for English and mathematics, they do not have a clear enough view of standards throughout the school. In addition, although subject leaders are using ongoing assessment information to set overall targets for the school, teachers are not using whole-school assessment data effectively enough to set targets for pupils in lessons. Furthermore, pupils do not always know what they are expected to achieve. Evidence from pupils' work shows that despite good planning seen during the inspection, tasks set in Years 1 and 2 are often the same for all pupils, irrespective of the nature of their difficulties or

attainment levels. Marking of pupils' work, which is largely confined to ticks and positive comments, does not usually inform pupils of how they can improve their learning. The subject leader for science has rightly identified the need to further improve the match of tasks to differing learning needs, whereas this has not been identified as precisely in English or mathematics. Although literacy and numeracy targets are set, they are not yet set for science and ICT. However, the subject leaders for science and ICT have also rightly identified the need to set targets for individual pupils across the school, so they have a clearer idea of what they are expected to achieve. Nevertheless, as a result of the headteacher's analysis of the 2004 results, in a determined drive to raise standards further she has adopted the Primary Leadership Strategy and joined the Excellence Cluster of schools in September 2004. This has led to two important initiatives, which have yet to have full impact on raising standards. Firstly the promotion of speaking and listening within all subjects throughout the school, which has led to some improvement in standards in this aspect, and secondly the implementation of Assessment for Learning.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	13.1 (14.7)	15.8 (15.7)
Writing	11.8 (12.8)	14.6 (14.6)
Mathematics	12.9 (13.4)	16.2 (16.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year

- The changing profile on entry has also had a negative impact on standards at the end of Year 6, where the 2004 results were well below the national average in English, mathematics and science. Compared to similar schools, based on pupils' prior attainment in Year 2, results in these subjects were broadly in line with national expectations. Despite this, the school exceeded its statutory targets for 2004 for Levels 4 and met its target for Level 5 in English. It fell just short of its targets for Level 4 and 5 in mathematics. However the Year 6 population changed after these targets were set with two pupils entering the school with specific learning needs. However subject to no change in pupil population, the school is on course to meet its challenging targets in 2005. The school's own analysis shows that many pupils are doing better than predicted in national tests. Higher attainers also do particularly well, in achieving the higher attainment Levels in National tests. Furthermore, the national data shows that the trend in the school's Year 6 results has been above the national trend over the last five years. Evidence gathered on this inspection indicates below average attainment in English, mathematics and science by the end of Year 6, which represents good achievement by pupils, over their time in school. The LEA review in July 2004, shows that pupils achievements in English and mathematics are good in relation to pupils' capabilities and standards in ICT are rising. This concurs with inspection findings, where Year 2 and Year 6 pupils are reaching standards in ICT just below national expectations for their ages. Pupils are also achieving well in religious education, with attainment broadly in line with the locally agreed syllabus in levels of understanding, although not for writing, which is below that expected of their age. In other subjects, which were sampled there were individual examples of good achievement, particularly in the creative subjects. Therefore as pupils move through the school they achieve well building on their prior achievements.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	24.8 (26.4)	26.9 (26.8)

Mathematics	24.8 (24.6)	27.0 (26.8)
Science	26.4 (26.4)	28.6 (28.6)

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

5. Pupils are achieving well over time because teaching in Years 3 to 6 is consistently good. Teachers' planning to accommodate the differing needs of pupils in lessons is more effective in Years 3 to 6 than in Years 1 and 2, and expectations for learning are consistently high, yet realistic. Pupils' achievements are also good because the school provides extended learning opportunities to promote achievement, for example through booster classes and additional learning programmes for those pupils with special educational needs, late entrants into school and those at an early stage of learning English. Very good opportunities for enriching learning through the curriculum and the effective implementation of the National Literacy and Numeracy Strategies also contribute well to the pupils' achievement. The very good support given to pupils who are at an early stage of learning English or who have special educational needs results in their good achievement, particularly in developing their literacy and communication skills.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and their spiritual, moral, social and cultural development are good. Behaviour is good. Attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- Pupils' good attitudes to learning and good behaviour in the classroom help support their achievement.
- The attendance levels and punctuality of a small minority of pupils are poor and this limits their attainment.
- The very caring ethos and very good example set by staff contribute to the pupils' good relationships with each other and with staff.
- The spiritual, moral, social and cultural aspects of pupils' development are fostered well overall.
- Pupils are willing to show initiative and take responsibility and are given many opportunities to do so.

Commentary

6. Pupils have good attitudes to their work and collaborate well with other children. They listen attentively, undertake tasks enthusiastically and are keen to answer questions. This is particularly noticeable when teachers plan lessons that pupils find interesting and set appropriately challenging tasks that ensure that pupils of all levels of attainment have the opportunity to achieve well. Pupils enjoy school and play a full part in school life and the very good range of activities offered.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	1.1
National data	5.1	National data	0.4

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

7. The attendance rates and punctuality of a minority of pupils are unsatisfactory, being below the national average. However, the school now has very good systems in place for monitoring and promoting levels of attendance and punctuality and these systems have resulted in a recent small rise, although the rate is still below the national average. Most pupils attend regularly and arrive on time. The school rigorously follows up any unexplained absences and works closely with the education welfare officer to inform parents that absenteeism can have a detrimental effect on pupils' attainment, progress and personal development.
8. Standards of behaviour are good overall in classrooms and around the school. However, there is a small minority of pupils who find sustaining good behaviour difficult. Adults support these pupils very well with patience and understanding, and the recent introduction of 'golden time' is having a very significant impact on standards of behaviour throughout the school. At playtimes pupils play harmoniously together and staff respond very quickly to the few minor incidents which occur so that pupils are soon able to resume playing happily together. Mid-day supervisors are now being encouraged to introduce more playground games to further improve behaviour at playtimes. All pupils discuss their personal targets with teachers and agree class rules. They are fully aware of the high standards expected and insisted upon by all staff. No signs of aggressive behaviour were seen during the inspection period and both parents and pupils confirmed that incidents of real bullying are rare. Older pupils consider that any instances of inappropriate behaviour are dealt with quickly and efficiently. Racial harmony is promoted very well. There were five fixed period exclusions during the past year, which were recorded and dealt with appropriately.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	162	5	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	19	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	7	0	0
Asian or Asian British – any other Asian background	6	0	0
Black or Black British – Caribbean	12	0	0
Black or Black British – African	5	0	0
Any other ethnic group	6	0	0

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

9. Pupils are encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. These include acting as monitors, peer mediators and members of the class and school councils. They co-operate well when raising funds for others less fortunate than themselves and take their responsibilities of

living in a community seriously. They work happily together and show increasing maturity and self-awareness as they progress through the school.

10. Provision for pupils' spiritual, moral, social and cultural development is good overall and the social and moral aspects are particularly well developed. Pupils are very well aware of right and wrong. This is because staff give a very positive lead in engendering good relationships by, for example, giving praise and encouragement at every opportunity. Socially the pupils are encouraged to play a full part in their own community and they participate very enthusiastically in the meetings of the school and class councils. Well-attended extra-curricular activities enable pupils to develop their social skills effectively. Pair and group activities in lessons allow pupils to learn how to negotiate and manage people, and the residential journey for Year 6 pupils enables them to learn about working with others closely. The school ensures that all pupils are included very effectively in activities and so they make good progress in their personal development.
11. Pupils are given good opportunities to develop self-awareness during times for reflection and prayer. Collective worship allows pupils to learn effectively and develop a sense of empathy with others. They show respect for the feelings of others and enjoy the activities they engage in. Every pupil is valued. Pupils have good opportunities to understand their own cultures through their learning in subjects such as art, geography and religious education and they are being made aware of the different cultures that make up contemporary British society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum is good and leads to very good social inclusion of all pupils. Teaching and learning are good. Pupils are very well cared for and there are good links with the community and other schools, and a very good partnership with parents.

Teaching and learning

Overall, teaching and learning are good. Assessment of pupils' work is satisfactory.

Main strengths and weaknesses

- Teaching is consistently good in the Foundation Stage and in Years 3 to 6, but weaker in Years 1 and 2.
- Very good teamwork with support staff ensures good learning and achievement of pupils with special educational needs and those at an early stage of learning English.
- The use of ICT is often effective in supporting teaching and learning.
- Whole-school assessment data is not used sufficiently by teachers to move pupils' learning forward.

Commentary

12. The quality of teaching is good overall and has improved significantly since the previous inspection as a result of the systematic monitoring of teaching by the headteacher and the introduction of effective strategies to improve teaching and learning. These include more effective planning to accommodate the needs of different groups of pupils, improved management of behaviour, the setting of clearer learning

objectives and greater opportunities to promote speaking and listening in all lessons. More than three quarters of lessons seen were good or better and just under a quarter were satisfactory. No unsatisfactory lessons were seen. During the previous inspection a small proportion of lessons were unsatisfactory and there were fewer good or better lessons. Although some lessons seen in Years 1 and 2 were good, pupils' work shows that the quality of teaching overall in these year groups is satisfactory. The main reasons for this are that work is not always matched sufficiently to pupils' particular needs so tasks are too hard for some and too easy for others. Marking of pupils' work is also less well developed than in Years 3 to 6. It consists mainly of encouraging comments and ticks but does not sufficiently identify errors pupils are making, with guidance on how they might improve their work.

13. In lessons where teaching was satisfactory, expectations were not always high enough so that learning was not sufficiently extended. On the other hand, the key strengths in the good teaching, found in the majority of lessons, were secure subject knowledge, matching tasks closely to the particular needs of pupils, and setting high expectations for learning in the use of challenging questions to extend pupils' learning. For example, in good English and mathematics lessons, teachers implemented the National Literacy and Numeracy Strategies well, so that lessons followed the recommended three-part structure and the plenary session was used effectively to develop pupils' understanding of how well they had met their learning objectives. All teachers make good use of speaking and listening through question and answer sessions and through discussion. This is beginning to impact positively on pupils' achievements. Both parents and pupils said in the questionnaires and in discussions that teaching was good. Pupils said that teachers expect them to work hard and try their best.
14. In nearly all lessons seen, pupils' behaviour was managed well and staff maintained good relationships with pupils. As a result, pupils concentrated on their learning, tried hard, working effectively in pairs or small groups by sharing ideas and resources, respecting the views of other pupils and listening carefully to staff. Pupils always behaved well and often very well in these lessons. Occasionally when the lesson pace was too slow or expectations weren't high enough, a few pupils became restless and were distracted from their learning. Very good teamwork with support assistants is also a strong feature of teaching throughout the school. Their collaborative work with teachers ensured that pupils with special educational needs and those who are at early stage of learning English were fully included in all lessons activities. For example, support assistants develop pupils' understanding of subject vocabulary very effectively, linking newly taught ideas closely with the new vocabulary by using visual cues to increase pupils' confidence in learning. Support assistants are also highly effective in clarifying any misconceptions pupils may have so pupils learn from their mistakes. As a result, all pupils receiving support achieve as well as other pupils in lessons, often exceeding expectations. The SENCO, learning mentor, behaviour support teacher and the teaching assistant work very effectively with staff to ensure that pupils with special educational needs, particularly those with emotional and behavioural difficulties, achieve as well as other pupils by reducing barriers to their learning and behaviour and enhancing their self-esteem. As a result there are significant improvements in pupils' responses within lessons so that they focus more effectively on learning and less on inappropriate behaviour. The teaching of pupils with English as an additional language is good. A trained teaching assistant carries out early identification of pupils' needs when they arrive at school and an effective programme of intensive support is provided for them. The school liaises effectively with specialist teachers from the local education authority.

15. Good use of ICT to promote teaching and learning was seen in many lessons and in pupils' written work. For example, in English, pupils' work is often word-processed using a variety of styles and imaginative layouts to enliven their writing. In mathematics pupils displayed a range of data using a variety of graphs and in art pupils used 'paint' programs to generate imaginative drawings. Teachers also used interactive whiteboards effectively in lessons to enliven teaching and learning. This always motivated pupils effectively and represents good improvement in this aspect of teaching since the previous inspection.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (8%)	25 (68%)	9 (24%)	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.

16. Assessment is satisfactory overall with satisfactory improvement since the last inspection. Teachers generally make good use of assessments at the end of each unit in order to plan the next sequence of lessons. They also take account of the range of pupils' learning needs so that in good lessons, tasks are mostly well matched to particular needs. Learning objectives are now established at the beginning of almost every lesson, so pupils know what they are expected to do. At the end of each lesson, the plenary session is also used effectively to review pupils' progress against these objectives. This was confirmed in pupils' responses to their questionnaires, where pupils said that teachers help them when they are stuck, showing them how to improve their work. Pupils' achievements are systematically recorded over time and teachers make good use of this information to plan individual targets for pupils' learning. Pupils are now set individual targets in reading, writing and mathematics, although these are not always sufficiently challenging, as teachers do not take full account of whole-school assessment data in order to set the targets. Pupils are not always clear about what they need to do to improve, particularly when they do not understand their targets or when teachers' marking does not show them how to improve. The recent introduction of Assessment for Learning through the Primary Leadership Strategy is beginning to have an impact on pupils' achievements in some areas such as science, although it is too early to have a full impact on standards. Pupils with special educational needs and those who are at an early stage of learning English have clear targets which teachers use effectively in planning. As a result their achievements are good with a significant minority often exceeding expectations for learning.

The curriculum

Curriculum provision is good overall and is enriched by a very good range of extra-curricular activities. The accommodation is good and resources for learning are satisfactory.

Main strengths and weaknesses

- The curriculum is enriched by a very good range of clubs, educational visits and visitors.
- The school provides very good support for pupils with special educational needs and for those pupils for whom English is an additional language.
- The programme for pupils' personal, social and health education is very well devised.
- The attractive internal accommodation is used effectively to enhance pupils' learning.
- The school's staffing provision is good.
- The school has addressed successfully the weaknesses in provision that were identified in the previous report.

Commentary

17. The quality of the curriculum is good and is generally well matched to pupils' age, ability and aptitude. There is a broad range of subjects on offer with an appropriate balance of teaching time between them. The curriculum meets all statutory requirements, including provision for religious education and collective worship. A key issue from the previous inspection was for the school to review the structure of classes to ensure that pupils of the same age have the same learning opportunities. This has been achieved by developing policies and schemes of work for all subjects that take account of mixed-aged classes and by collaborative planning across year groups. All pupils now have equal access to all aspects of the curriculum. The National Literacy and Numeracy Strategies have been implemented effectively.
18. There is a comprehensive programme of clubs, visits and visitors. Extra-curricular provision includes clubs for netball, chess, French and football. In addition, pupils have opportunities to play in the school recorder groups and to participate in music and dance festivals. Pupils visit Eyam Village as part of their historical studies, and the local church and Hindu temple to develop their knowledge and understanding of religion. Pupils in Years 3 to 6 enjoy a residential experience to the Kingswood centre for outdoor pursuits. Visitors to the school include puppetry groups, road safety trainers and, during the week of the inspection, a local theatre group. The school provides a wide range of learning experiences through curriculum innovation, such as Book Week and the focus week for Expressive Arts, and has established strong curriculum and sporting links with other local primary schools and the local secondary school. Such varied experiences enrich the curriculum and provide pupils with good opportunities for learning.
19. Support arrangements for pupils with special educational needs and for those with English as an additional language are very good and these pupils achieve well. Their needs are identified early in their school life and suitable individual programmes of work are set for them. An intensive programme of support is provided for new arrivals to the school, including visits to shops in the local area to develop their language and life skills. As pupils progress through the school, they receive very good support from committed and well-qualified learning support assistants within lessons and when withdrawn to work as individuals or in small groups. Parents are informed of their children's progress and an interpreter is provided for curriculum information and parents' evenings. As a result, parents have a good understanding of the progress that their children are achieving and are very supportive of the school. Overall, the school is effective in ensuring that all pupils are given equal access to the statutory curriculum and all other activities provided. When pupils are withdrawn from lessons for additional support, teachers ensure that they are given opportunities to catch up with anything that they have missed. All pupils are involved in the full range of school activities.
20. The very well-devised programme for personal, social and health education is linked to aspects of the science curriculum and uses 'circle time' for discussing aspects of drugs awareness in addition to dedicated lessons on personal, social and health education. Good use is made of 'golden time' and 'golden rules' are clearly displayed, which makes a very important contribution to pupils' personal development, their positive attitudes and their good behaviour. The use of the learning mentor, the behaviour support teacher and the well-trained teaching assistant for behaviour support, who works closely with targeted groups, also effectively promotes very good improvement in pupils' behaviour and attitudes to learning. The school effectively promotes healthy

living, where for example, the use of re-cycling bins has been a focus for discussion within the school council. There is a well-thought out programme for sex education and drugs awareness throughout the school and parents are well informed about the provision in this area.

21. There are sufficient resources for learning throughout the school, including enough books to promote literacy. At the time of the previous inspection, resources for ICT were barely satisfactory and pupils did not have regular opportunities to develop their skills in this curricular area. This issue has been addressed well and ICT resources have improved considerably. The school have invested in a new computer suite and this is used effectively. Pupils now have regular access to computers and these are used to support teaching and learning in other curricular areas. There are interactive whiteboards in three classrooms and the library and further whiteboards are to be purchased for other classes. However, although pupils have regular access to the computer suite, there are insufficient computers within individual classrooms.
22. Teachers are well qualified and possess a good range of skills and expertise that cover curriculum requirements well. The school is also well staffed with trained and experienced support assistants.
23. There are some particularly good features of the school's accommodation. Classrooms are large and light and create a good learning environment. The two halls are spacious and prove a good base for physical education lessons. There have been improvements to the school library and there are additional rooms dedicated to the teaching of music and ICT and the development of community links. These are now used well to promote learning and achievement. The disadvantages of the accommodation are that the school does not have access to its own playing field and the playground space is limited. However, the school compensates for this by making good use of outside facilities to minimise any negative impact on learning. The building is well maintained and kept very clean by the caretaker and cleaners. Resources for learning are satisfactory overall.

Care, guidance and support

The school provides a very good standard of care and welfare. The support, advice and guidance pupils receive are good. Pupils are very involved in school life because the school seeks, values and acts on their views.

Main strengths and weaknesses

- Pupils feel very secure and very well cared for in school and this leads to good progress in their personal development.
- Pupils have very good and trusting relationships with all adults in the school.
- The school does much to seek pupils' views and acts on them when appropriate.
- Pupils are introduced to school life well.
- Pupils receive good advice and guidance to help them in their personal development.

Commentary

24. The school provides a happy environment that is conducive to learning. Very close attention is paid to health and safety issues. Pupils' healthy and safe living is promoted through very good personal, social and health education lessons. Child protection procedures are very good and there is good liaison with other agencies. Designated

members of staff are fully up to date in aspects of first aid, and risk assessments are undertaken regularly.

25. Assessment procedures for tracking and improving pupils' academic progress are being developed but are not, as yet, fully embedded. They are satisfactory overall. However, procedures for tracking and improving pupils' personal development are very good. Detailed records are kept regarding issues of behaviour. Teachers and support staff know the pupils and their families very well and this contributes much to pupils' personal guidance and development. The very good relationships between pupils and staff encourage pupils to raise any concerns or particular needs they may have, knowing that they will be dealt with sympathetically. These informal procedures are effective. The pupils enjoy coming to school and they say that the staff are *'really understanding, kind and fair'*. Almost every parent spoken to during the inspection, those who responded to the questionnaire and those who attended the parents' meeting held before the inspection said that their children like school. Pupils with English as an additional language are regularly assessed as part of a whole-school process and a variety of information is recorded to help identify their current attainment. Procedures for tracking individual pupils' progress contribute to the good achievement that they make.
26. All pupils are highly valued and their views are sought on a regular, formal basis through the class councils and the school council. These councils are influential on school life and have recently been involved in, for example, helping to choose playtime games and the installation of a recycling bin. They are also being consulted regarding bullying incident forms. Pupils spoken to during the inspection were confident that their ideas are sought and acted on when appropriate.
27. Good induction arrangements ensure that children settle happily into school. Many pupils start school at times other than the beginning of the school year, and they are looked after very well. They are made to feel welcome, which enables them to settle quickly and achieve well.

Partnership with parents, other schools and the community

The vast majority of parents have very good links with the school and they appreciate what it provides for their children. There are good links with other schools and the community.

Main strengths and weaknesses

- Most parents are very supportive and appreciative of what the school provides for their children.
- Parents are provided with good information about the school and about pupils' standards and progress.
- There are very good procedures to ensure parental satisfaction and to deal with any concerns or complaints.
- The school works very hard to involve parents in the life of the school through seeking, valuing and acting on their views and by making them feel welcome in the school.
- The good links with the community and other schools and colleges help to enrich the curriculum and ensure that pupils transfer happily on to their next stage of education.

Commentary

28. Parents are very satisfied with the school. They feel very comfortable about approaching it and are very happy with the procedures to deal with any concerns or

complaints. They feel well informed about their children's progress through consultation evenings and annual reports and feel that their children are being encouraged to be mature. They appreciate the very good range of extra-curricular activities. Parents also feel the school is well led and managed, the quality of teaching is good and that the pupils make good progress. They also confirm that their children like coming to school and that they are very well cared for. The inspection team agrees with all these views.

29. Even though the majority of parents are very supportive of the school, the headteacher is very aware of the need to encourage all parents to become involved in the life of the school. For example, the school has organised special events, coffee mornings and parenting courses but these have been poorly attended. However, sessions organised to help parents to help their children with reading and mathematics were well supported, and questionnaires asking for parents' views are handed out to parents as they leave consultation evenings. The headteacher acknowledges that there is a need to try again to arrange more courses for parents. There is no formal parent/teacher association, but any social events organised by the headteacher and the chair of governors are very well supported. Some parents come into the school to help with, for example, reading and sewing, and many parents help with educational visits. They are confident that any appropriate suggestions are listened to and valued. For instance, the introduction of 'golden time' was the result of parents' concerns over behaviour. The school is also very involved in supporting several parents with their own particular problems and parents feel able to approach the school with any such problems. Parents of pupils who are at an early stage of learning English are keen to follow the progress of their children. The school assists this process by securing a translator for curricular and parents' evenings, which are well attended.
30. A small minority of parents expressed concerns about incidents of harassment or bullying at the school. Although there is a small number of pupils who find difficulty in sustaining good behaviour, their special needs are tackled consistently and successfully by the staff. Older pupils say that instances of real bullying are rare and that any instances of inappropriate behaviour are dealt with consistently and well.
31. Good links with other schools and the community are used to pupils' benefit. These include links with the church, the library and the area community association. Pupils visit local places of worship and sing carols to senior citizens. The school premises are used for adult education and the weekly mother and toddler group. The school makes good use of the local and wider community for educational visits, by taking part in local projects and through visitors to the school.
32. The school takes in students from a local university for their initial teacher training and pupils from other schools come in for work experience. Links with local schools are very productive and support pupils' learning well as the school gains access to additional activities for pupils, particularly for sport, and training for staff. Good links with the local secondary schools ensure that there are good mechanisms in place to help pupils to move easily on to the next stage in their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher's leadership is very good and that of key staff is satisfactory. Governance is good.

Main strengths and weaknesses

- The headteacher provides very good leadership and is well supported by the deputy head.
- Not all subject leaders monitor the quality of provision and pupils' achievement.
- The chair of governors provides very good support for the school, working closely with the headteacher to bring about school improvement.
- Good day-to-day management ensures that the school operates efficiently and effectively.

Commentary

33. The headteacher provides very good leadership for the school and has been instrumental in achieving good improvements since the previous inspection, in motivating staff and moving the school forward. Despite the low national tests results, the headteacher has established a strong culture for raising achievement through, for example, the recent implementation of the Primary Leadership Strategy with a sharp focus on Assessment for Learning and the development of speaking and listening. These initiatives are beginning to impact on pupils' achievements, although they have yet to have full impact on standards. In recognition of its work in raising achievement, the school has received a number of awards, including the Basic Skills quality mark on two occasions since its previous inspection. The headteacher has introduced booster groups to raise standards in English and mathematics, and the use of optional tests is also having a positive impact on pupils' achievement. The development of strong teamwork, based on high quality staff development by the headteacher, led to the award of Investors in People status in 2001, which was renewed in 2004.
34. The headteacher receives good support from her deputy head and senior managers, who share the same vision for improvement. The deputy head has led developments on assessment and has identified clear areas where improvement is needed, such as teachers' use of whole-school data to inform target setting. Through her own high quality teaching, the deputy head also provides a very good role model for teaching and learning.
35. Subject leadership is variable and satisfactory overall. The Foundation Stage is well led and managed, and this has ensured good development of the curriculum and good use of assessment for planning and tracking children's progress. However, most subject leaders, including those for mathematics and English, provide satisfactory leadership and management. Working hard to improve provision, they have developed clear policies for their subjects with good end-of-unit assessments. They have also improved planning within national guidelines. However they do not always have an overview of standards across the school and do not monitor their subjects rigorously enough. As a result they have not identified weaknesses seen in some pupils' work, where tasks were not always matched to pupils' particular needs. Some, such as the subject leaders for science, ICT, and religious education, have developed their subjects well, ensuring high quality teaching and learning in their subjects, through effective and systematic monitoring. For example, the subject leaders for science analyse teachers' planning, scrutinise end-of-unit assessment sheets, and observe lessons with feedback through a monitoring summary report to teachers and through discussions with pupils. Provision for special educational needs and for pupils who are at an early stage of learning English is also well led and managed and these pupils are fully included in learning. For example, support for these pupils is well targeted to meet their needs, so that pupils have full and equal access to learning in all subjects.

However the school has rightly identified the need to ensure that all teachers are matching work consistently to individual needs.

36. School governance is good. Governors have a good understanding of the school's strengths and weaknesses and provide good strategic support for the school, particularly through their formalised links with subject co-ordinators. The chair of governors provides very good support for the headteacher and staff by visiting the school regularly to monitor aspects of its work and report back to the full governing body on findings. The governing body fulfils its statutory responsibilities effectively.
37. The school runs smoothly on a day-to-day basis and overall, management is good. Arrangements for performance management are good and have led to good improvements in teaching and learning. The headteacher's objectives are clearly linked to raising standards, with close links to teachers' objectives. Governors have ensured that objectives are clearly focused on the school's priorities for improvement and there are very good opportunities for staff development to ensure that objectives are achieved. School priorities for development are clearly set out in a well-structured school development plan and fully involve staff and governors in all stages of review and development. Consequently, the plan is a useful tool for moving the school forward. Good management has ensured that significant barriers to pupils' learning have been overcome with, for example, the appointment of a learning mentor, behaviour support teacher and a well-trained teaching assistant for behaviour support who work closely with pupils and families to support greater inclusion, and improvements in pupils' behaviour, attendance and learning. The school is effective in combating other barriers to learning such as the high mobility of pupils and the increasing numbers of pupils with special educational needs who are referred to the school. It provides these pupils with intensive support through additional programmes and develops strong partnership links with parents and within the community, such as the 'Peaceful Warriors' initiative. The school also works very well with the link adviser and is recognised by the LEA for its successful work with vulnerable and disadvantaged pupils.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	646,996	Balance from previous year	57,959
Total expenditure	699,508	Balance carried forward to the next	5,447
Expenditure per pupil	2,590		

38. Financial management is good. The budget is carefully scrutinised by governors to ensure that spending is clearly linked to the school's priorities for development. The relatively high amount carried forward from the previous year was used effectively to improve accommodation and resources. The school is prudent in its spending and has faced the difficult decisions of redundancy within the context of its falling roll, while staying within budget. The school makes good use of ICT to support school administration. Specific budgets allocated for pupils with special educational needs and those who are at an early stage of learning English are used effectively to promote their learning. The budget is well managed and monitored and the school closely adheres to the principles of best value, achieving this effectively through wide consultation, challenge and seeking competitive quotations, which ensure quality in purchasing decisions.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Children arrive in the early years unit with skills that are well below those expected for their age. There are good opportunities for them to visit with their parents and carers and the adults who work in the unit are particularly adept at including those who arrive at various times later during the year. Children settle quickly and happily. The whole of the Foundation Stage is taught as one unit. There is a good curriculum, and complex organisation ensures that children in the reception year have more challenging activities to extend learning than those in the nursery year. Good links are made with subject co-ordinators in other key stages of the school. All practitioners contribute effectively to planning and organisation in the unit. Teaching and learning are good. Learning is made particularly relevant for children by the imaginative links made between areas of learning through the choice of themes. There is a good balance of activities offered to the children and they have regular opportunities to lead their own play. Classroom assistants contribute effectively to the good teaching and make a significant contribution to the very good provision made for those children identified as having special educational needs. There is less consistent use made of daily on-going observations of children's progress. The generous space is not always used to its maximum potential. The inaccessibility of the outside area means that there have been fewer chances to use it as an extension to the classroom for all areas of learning. Leadership and management of the Foundation Stage are good. The current co-ordinator has created, in a short period, an effective team of professionals who work well together to provide a good learning environment for the children in their care. This marks a significant improvement since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children flourish in a safe environment where regular routines form the basis of a structured day.
- Children concentrate for long periods on their activities.
- Children learn well how to co-operate with each other.

Commentary

40. Teaching in this area of learning is very good and children achieve very well. Most will attain the early learning goals for this area by the time they complete their reception year. The structure of the day and the care afforded by adults give them security. High expectations of good behaviour ensure that they learn quickly how to listen attentively and respond politely to adults. The consistent routines of the day ensure that children in the nursery year learn how to choose activities sensibly, and adults spend prolonged periods of time engaged with them. Good intervention by both classroom assistants and teachers maintains children's interest, especially as adults lead play with the children. Very good concentration on healthy routines means that children in the

nursery year know when to wash, how to collect their coats and how to share their snack politely. Children in the reception year meet their friends from Years 1 and 2 in the playground and all join in with whole-school events like assemblies so that transition into the main part of school is smooth.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity is taken to extend and improve children's vocabulary.
- Children enjoy stories and listen attentively.
- Children make slower progress with their reading and writing skills.

Commentary

41. Most children achieve well with their speaking and listening skills because, given the high proportion of children entering the school at an early stage of learning English or with special educational needs, there has rightly been a whole-school emphasis on developing speaking and listening skills. Starting from a very low base when they come to school, good teaching ensures that most will make good progress although many will not attain the early learning goals related to speaking and listening by the time they enter Year 1. Children in the nursery year develop good language skills because staff encourage their communication and make good use of the outdoor play area and imaginative role play to develop language. Children in reception extend their use of language as staff push them to talk at length about their experiences.
42. As a result of their very low standards on entry, children's progress in reading and writing, particularly in the nursery, is not as consistent and a significant minority of children have skills which are well below those expected for their age at the end of the reception year. All adults engage in conversation with the children all the time. Good questioning sustains children's interest and extends their vocabulary. Imaginative choices of stories link well to themes and support children's understanding well. For instance, *Jasper's Beanstalk* allowed children to develop sequencing skills as well as introducing new vocabulary about garden tools supported by play in the class 'garden centre'. Songs and rhymes are used regularly to interest children. Children really enjoy sharing stories and often choose to 'read' in the book corner. The range and quality of books are limited. Children's prior knowledge of books is limited and the time given to the teaching of reading skills is only beginning to have an impact on standards. The more able older children in the reception year can copy writing and recognise some initial sounds. A few can write a simple caption, copying words from the board and their own dictionaries.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children have many opportunities to count.
- Adult-led activities are well designed to extend learning.

- Older children are beginning to add numbers together independently.

Commentary

43. There has been a concentration on this area of learning, resulting in higher attainment and marking good improvement since the last inspection. Good teaching means that children achieve well from a very low start. They make good progress with their understanding of numbers and shapes. For example, they know that triangles have three sides and squares have four sides. Most will have skills that are below those expected for their age at the end of the reception year. During class sessions and play activities children in the nursery year are encouraged to count well. Well-designed adult-led activities reinforce their learning. Counting beans with matching cards and numbers allows adults to adapt activities well for different abilities. The more able older reception children are beginning to combine two numbers of objects together to find a total. They enjoy counting the dots on a ladybird or spending two amounts of money in the 'garden centre'!

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children learn well about growing things.
- Children develop computer skills well.

Commentary

44. Good teaching ensures that children achieve well from a very low base. A few will reach the early learning goals in this area but most will have skills which are below the levels expected for their age by the end of their reception year. Most children make much better progress with their computer skills. There are regular opportunities for children to choose to use the computer and adults in the unit spend time ensuring that skills with the mouse are learned well. Children know how to make a ladybird move about the screen using direction buttons and can select pictures. They use headphones confidently for the computer and with the listening centre. The relevance of themes for learning means that children have good opportunities to watch seeds grow and comment upon roots and shoots. The older children are able to name the different parts of flowers and go to buy them in the 'shop'. All have good opportunities to experiment with textures and examine objects using all their senses, using magnifiers well and playing with spaghetti.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children learn how to mix colours well.
- Children have good opportunities to develop their skill of imagination and language in role-play.

Commentary

45. Most children will not attain the early learning goals for this area as they will be well below where they might be expected to be. However, they are achieving well from a very low baseline on entry to the early years unit. Teaching is good. Children work well in small groups supported by adults when they learn how to mix colours to paint flowers. They are guided well by good questioning and produce careful pictures of *Jasper's Beanstalk* having discussed shapes, colours and features. They have a good range of media to use including collage and oil crayons. Eye-catching displays are made of their pictures of sunflowers, showing good attention to colour and detail. The involvement of all practitioners in role play helps children to make good progress with their language as well as developing imagination, whether in the 'garden centre', the home corner or with puppets acting out a well-loved story.

PHYSICAL DEVELOPMENT

46. There was no opportunity on the inspection to observe direct teaching in this area. Every day children are able to play either outside or with large apparatus inside. The quality of equipment is satisfactory but the whole outside area has been correctly identified to be in need of refurbishment. Children make good progress with their balancing and jumping skills. They are learning to move about the space sensibly. Most older reception children are developing ball skills well and a few older girls are able to skip with ropes confidently. The confidence with smaller tools and writing implements is not as well developed. Adults work hard to encourage a firm pencil grip to help children with the formation of letters and drawing.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching is good overall and pupils achieve well over time.
- Teachers provide good opportunities for pupils to develop their speaking and listening skills.
- Pupils for whom English is an addition language receive very good support.
- Pupils have good and regular opportunities to develop their language and literacy skills in other subjects.
- Handwriting and presentation skills have improved.
- Pupils do not use the library regularly enough to help improve their reading skills.

Commentary

47. Standards in English are below average by Year 6 and have been falling for the last two years. However, the school's population is changing and there is now an increasing number of pupils within the school who either have significant learning difficulties or for whom English is an additional language. In the 2004 National Curriculum tests, standards were well below the national average but inspection findings show some improvement by the current pupils in Year 6. As many of these

pupils entered school with poor language and literacy skills, they have achieved well over time. Overall, pupils make satisfactory progress in Years 1 and 2.

48. The quality of teaching in lessons seen during the inspection was good overall, and no unsatisfactory lessons were seen. This is an improvement from the previous inspection, when some unsatisfactory teaching was observed in Years 3 to 6. A significant strength of teaching in both key stages is the teachers' good overall interpretation and use of the National Literacy Strategy, which contributes effectively to the progress that pupils make. A strong feature is that teachers now accurately plan work for pupils of different abilities, either within their class or in the ability sets that are seen throughout the school. Teachers have developed effective strategies for the management of behaviour. In most classes, there are a number of pupils with behavioural difficulties but teachers and teaching assistants give them good support in lessons and ensure that they make progress and do not disrupt the learning of others. Although teaching seen was good overall, it was better in Years 3 to 6, where teachers had higher expectations and challenged pupils more effectively, than in Years 1 and 2. In a lesson in Years 1 and 2, for example, although a number of pupils achieved the learning objective of writing three simple sentences containing "ch" words, they were not then challenged to develop more complex or descriptive sentences, although they had the ability to do so. Such missed opportunities contribute to the overall judgement of satisfactory achievement in Years 1 and 2.
49. Many pupils enter school with very poor speaking and listening skills and all adults, including teachers, teaching assistants and non-teaching staff, make a positive contribution to improving these skills. Pupils are encouraged to talk to and listen to adults and their peers in virtually every lesson. One good example occurred in Year 4, when pupils discussed the motives of the characters in their class story. In this lesson, the teacher used skilful questioning to encourage pupils to expand upon their responses and to employ more mature vocabulary. The focus upon speaking and listening skills throughout the school means that standards are slowly improving, although they remain well below average for the majority of pupils. Many pupils respond to questions with short or single-word answers because they lack the range of vocabulary to be able to respond in a confident and positive manner.
50. Standards in reading are well below average in Year 2. The school has recognised this fact and built into the curriculum a number of intervention strategies, such as Early Literacy Support and 'Jolly Phonics', that are designed to raise achievement in reading. Although pupils do receive regular additional support, many in Year 1 and Year 2 lack the skills needed to decipher unfamiliar words. From Year 3 onwards, the majority of pupils read at a standard that is below national expectation. By Year 6, some pupils have developed mature attitudes to literature and can read with fluency and expression, but many pupils have not acquired these valuable skills. At the time of the last inspection, library resources were unsatisfactory but this is no longer the case. There are class libraries in each classroom and the central library has recently been refurbished. Although this now contains an appropriate number of books of good quality, it is not yet used sufficiently as a resource for learning.
51. At the time of the last inspection, pupils' handwriting and presentation skills were poor as many pupils were unable to join letters correctly. This is no longer the case as handwriting skills are now satisfactory and pupils, particularly in Year 5 and Year 6, present their work well. In many classes, teachers contribute to good standards of presentation with attractive displays of pupils' written work. Although handwriting standards have improved, pupils' limited vocabulary severely restricts the ability of

pupils to write well. In Year 2, for example, pupils tend to write in very simple sentences, employing basic vocabulary and punctuation, and although some good examples of writing were seen in Years 3 to 6, such as the letters of complaint in Year 6, an insufficient number of pupils leave school with the ability to write in a mature, sustained or creative manner.

52. Pupils for whom English is an additional language are provided with very good levels of support from their teachers and learning support assistants. Their needs are identified at an early stage and an intensive programme of support is provided for them. School tracking procedures show that pupils who arrive in school with very limited English often go on to achieve national standards and above by the time they leave Year 6.
53. The co-ordinator for English gives sound leadership to this curricular area. She has been instrumental in developing speaking and listening across the school. She has good subject knowledge and has endeavoured to secure improvements since the last inspection. There is now a policy and scheme of work that take account of the requirements of the National Literacy Strategy. Although pupils have their own targets for reading and writing, these have recently been introduced and have yet to have a full impact on standards as pupils are not always aware of what they need to do to improve. Whole-school data are analysed by the assessment co-ordinator and headteacher but have yet to be used by teachers to improve target setting and assessment for learning so that they impact on standards. There is a clear policy for English that includes systems for tracking the progress of individual pupils. However the co-ordinator has yet to establish effective monitoring of teaching and learning across the school in order to raise standards.

Language and literacy across the curriculum

54. Pupils are given good opportunities to develop their language and literacy skills across other areas of the curriculum. In personal and social education, for example, pupils in Year 2 have written about their development from babies to the present day, whilst pupils in Year 4 have written about invertebrates as part of their work in science. Pupils now have good access to research facilities through the Internet. For example, pupils in Year 5 had visited appropriate websites to find out about the Aztecs, whilst pupils in Year 6 had accessed data relating to their geographical studies. However, although these planned opportunities usually result in pupils writing about their research, their achievement is limited by the below average reading and writing standards that are seen throughout the school.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching enables pupils to achieve well in Years 3 to 6.
- The starts of lessons are well designed.
- Good assessment data are not always used successfully to plan appropriate challenges for all pupils.
- The monitoring of teaching has not yet ensured consistency in the quality of teaching across the school.

Commentary

55. Standards in national testing at the end of Year 2 in 2004 were very low when compared to all schools and also similar schools, mainly because there was a high proportion of pupils at an early stage of learning English or with special educational needs in this year group. Inspection evidence indicates that pupils achieve satisfactorily in Years 1 and 2 but attainment remains well below average for their age. Pupils' results in the Year 6 national tests were well below average when compared to all schools. Compared to similar schools, based on prior attainment, however, the scores were broadly average. These results reflected the high proportion of pupils identified with special educational needs in this year group. Evidence gathered on this inspection indicates below average attainment by Year 6. Pupils are now achieving well over their time in school from a low base. Standards are lower than in the last inspection but the quality of teaching has improved and the entry profile of the pupils has changed.
56. The overall quality of teaching is good. Teaching in Years 1 and 2 is satisfactory overall although some examples of good teaching were observed during the inspection. Teaching in Years 3 to 6 is consistently good. All teachers know their pupils well. Teachers manage behaviour well and classroom assistants contribute significantly to the quality of learning for those pupils whom they support. The provision made for those identified as having special educational needs is very good and these pupils achieve well. In Year 3 to 6 the structure of the teaching groups is ensuring a good variety of activities, which enables pupils' interest to be sustained so that they learn well. In good lessons teachers maintain a good pace and use ICT well to support learning. In good lessons well-matched activities are provided to meet the needs of pupils of all abilities. All teachers make the starting activities of their lessons fast and fun. Older pupils play games with the interactive whiteboard, which gives them practice with multiplication facts, and younger pupils use bead-strings effectively to improve their counting skills. Where lessons are less successful in Years 1 and 2, challenges do not always match accurately the needs of different groups. Occasionally pupils are confused by the complexity of the activity or the learning objectives for the lesson are not specific enough. There is a large amount of assessment data collected and collated by the assessment co-ordinator and pupils' progress is monitored effectively through the school. This information has been used successfully to identify sets for teaching in Years 3 to 6 but is not always used as successfully to plan for groups in Years 1 and 2. Although pupils have targets for their work and their progress is tracked satisfactorily, the co-ordinator has yet to use whole-school assessment information to further refine target setting.

57. The leadership and management of the subject are satisfactory and this has led to satisfactory improvement since the last inspection. Some good recent initiatives have been identified, such as a focus on problem solving, particularly to challenge the more able pupils. There is a lack of overview of achievement across the school by the subject leader and monitoring of teaching has not yet ensured that the quality of teaching is consistent across the school. The breakfast club supports and consolidates mathematical understanding effectively for those older pupils who attend.

Mathematics across the curriculum

58. There is satisfactory use of mathematical skills across the curriculum. Measurement and the use of graphs and tabulated results are used satisfactorily in science and geography. ICT is used occasionally to support numeracy lessons, enabling pupils to consolidate skills or to use data-handling programs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- A sharp focus on scientific enquiry and investigation is having a positive effect on standards and achievement.
- By the end of Year 6 pupils achieve well because of consistently good teaching in Years 3 to 6 and good leadership and management.
- There are good opportunities to enrich pupils' learning.
- Target setting in science has yet to be developed.

Commentary

59. In lessons seen in Years 1 and 2, most pupils were achieving well, although occasionally expectations were lower, limiting what they could achieve. However, pupils' work in Years 1 and 2 clearly shows that these pupils' achievements over time are only satisfactory overall because pupils of different capabilities had often completed the same tasks, which were easy for some and more difficult for others. The co-ordinators for science, through their monitoring of teaching and learning, have rightly identified this as an area for improvement and have put into place strategies that are already proving to be effective in raising achievement.
60. This inspection shows that standards in Year 6 are below average. However, pupils are achieving well over time from their prior attainment on entry to Year 1. Standards are lower than in the last inspection because there are more pupils identified with special educational needs or who are at an early stage of learning English. However, improvements in the quality of teaching have ensured that pupils are generally achieving well. Pupils' achievements are good in Years 3 to 6.
61. By Year 2, pupils identify objects that are rough, shiny or smooth; they match various sounds to objects and instruments, and they classify animals that slither and those that move in other ways. They begin to identify what constitutes a healthy diet, which effectively promotes their personal development. By Year 6 pupils have increased their learning of the properties of solids, liquids and gases. They identify different habitats

and have gained an awareness of the interdependence of plants and animals in various food chains. They have a good understanding of electricity and simple circuits. Lower attaining pupils know the life cycle of a frog and the importance of keeping teeth clean. Higher attainers understand the difference between reversible and irreversible reactions and they confidently investigate how light travels, measuring angles of reflection accurately.

62. The overall quality of teaching is good. There has been good improvement to teaching since the previous inspection with a higher proportion of good teaching now. The quality of teaching is satisfactory in Years 1 and 2, although some good aspects of teaching were seen in these year groups. Where teaching was satisfactory, there was insufficient challenge for some pupils, for example when asking pupils what will happen to ice when it is placed on a radiator. Teaching in Years 3 to 6 is consistently good with higher expectations for learning. An important characteristic of all teaching is the strong focus on scientific enquiry through investigations, which is having a positive impact on achievement. As pupils move through the school they become increasingly skilful in carrying out a fair test, they make accurate predictions and test these out scientifically. Higher attainers draw accurate conclusions and lower attainers record their results in tables and graphs accurately. Good leadership and management ensure that teachers are given clear guidance, based on effective monitoring of lessons and pupils' work. The subject leaders have identified that pupils' limited understanding of technical language is a significant barrier to learning, and have communicated this fact to teachers. As a result teachers are increasing pupils' knowledge, understanding and use of scientific vocabulary by highlighting key words within each topic and exploring their meaning at the beginning of lessons with pupils. This is beginning to have a positive effect on achievement across the school as pupils are using their understanding of scientific vocabulary to write more meaningful reports of their findings. The tasks for pupils with special educational needs are planned effectively to support their individual needs. Very good use of support staff ensures that these pupils achieve as well as their peers in science. Support for pupils who speak English as an additional language is very good. Support staff take great care to ensure that these pupils understand what their tasks are, which enables them to achieve as well as other pupils.
63. Pupils' learning is effectively enriched through a range of visits and visitors. For example, a visiting science show presented activities such as light and sound to the whole school, and a science bus also came in to work with Years 2 and 3 on electricity. The school also provides extension and booster groups in Year 6, with a keen focus on developing understanding of scientific vocabulary. Teachers also make good use of the school garden for topics such as mini-beasts, habitats and flowering plants to consolidate pupils' learning of living things.
64. There are some good systems for assessment of progress and achievement, such as the end-of-unit assessments that take place each term. Oral and written assessments are used to move pupils' learning forward. Teachers use these effectively in planning sequences of lessons. However, whole-school data is not used sufficiently well and individual pupil targets have yet to be set for science. The subject leaders have rightly identified these as areas for development. The quality of marking is variable. It is good in Years 3 to 6, where it informs pupils of how they can improve their work, but it is satisfactory in Years 1 and 2 as it is not sufficiently diagnostic.
65. As a result of their analysis of teachers' planning, their scrutiny of end-of-unit assessment sheets, their observations of lessons with feedback through a monitoring

summary report to teachers, and through discussions with pupils, the subject leaders are very clear about what needs to be done to raise standards further. They have put a range of effective strategies in place already, including detailed action plans that emphasise the use of investigation and teaching of scientific language from Year 1. These are making a good contribution to pupils' achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards and achievement are improving throughout the school.
- There has been a recent improvement in resources and staff expertise.
- The co-ordinator provides good leadership.

Commentary

66. At the time of the previous inspection, pupils' achievements were unsatisfactory throughout the school, resources were outdated and not all areas of the subject were taught. All of these weaknesses have been effectively addressed and although standards remain below average in Year 2 and Year 6, they are improving throughout the school and pupils are achieving well.
67. The training of most teachers has been carried out and this has increased their subject expertise and confidence and contributed significantly to improved standards of teaching and learning throughout the school. Teachers are given good support by learning support assistants, who often take small groups of pupils to the computer suite for additional literacy and numeracy support. There are now fifteen computers that are networked within the main computer suite and there are Internet connections within each classroom. As a result, the ratio of computers to pupils is currently much better than at the time of the previous inspection. In the lessons observed during the inspection, teaching was good and consequently pupils achieved well. Lessons have good pace and there are sufficient computers within the computer suite to ensure that pupils have good access to computer technology. All classes are timetabled to use the computer suite on a weekly basis so that skills can be developed and there are regular opportunities for teachers to hold additional lessons so that ICT can be used to support other areas of the curriculum. The recent purchase of four interactive whiteboards has improved the ability of teachers to demonstrate procedures and this has a positive impact on learning. For example, one teacher made good use of an interactive whiteboard to demonstrate PowerPoint techniques to pupils in Years 5 and 6, whilst another was used effectively to introduce principles of Sikhism. The computer suite is networked to allow Internet access and opportunities for independent research are now better than at the time of the previous inspection. Other resources that contribute to the development of ICT include a digital camera. Although the computer suite is used effectively to support work in other subjects, there are insufficient computers within classrooms and this is a missed opportunity for pupils to reinforce their knowledge and skills.
68. Almost all pupils are highly motivated by the developments in this subject and discuss their work confidently and enthusiastically. Many take advantage of additional

opportunities to visit the computer suite, such as during weekly 'golden time' sessions. Pupils generally work well individually in lessons when required to do so and share equipment sensibly when working in pairs. For example, pupils in Years 5 and 6 worked in pairs to develop PowerPoint productions. They were able to create links between the pages of their website and to import graphics and text, as well as changing the size and colour of their display. They worked confidently and competently in pairs to create, amend and improve their work and they were helped by clear instructions from the class teacher. Pupils clearly enjoy these lessons and co-operating in mixed-ability groupings successfully promotes their social and moral development. In discussions, pupils in Year 6 reflected on how resources had improved during their time at the school and could remember when their only access to ICT was through one classroom computer. All aspects of the curriculum for ICT are now addressed, although the co-ordinator recognises the need to improve opportunities for pupils to participate in activities linked to control technology.

69. The subject co-ordinator provides good leadership. She has developed a scheme of work based on good whole-school curriculum guidelines and teaching now places an emphasis on the systematic development of computer skills. She has implemented effective assessment procedures, led training sessions and carried out some monitoring of teaching and learning, which is helping to improve the quality of teaching and learning throughout the school. The co-ordinator has also implemented a policy for health and safety and security when using the Internet. She has an understanding of how to improve standards further through a commitment to improving pupils' access to control technology and the use of computers within the classroom.
70. Curriculum enrichment includes an ICT club for pupils in Years 1 and 2, regular use of the computer suite during breakfast club and 'golden Time' and a computer course for parents designed to improve their skills so that they can support pupils' learning in the home.

Information and communication technology across the curriculum

71. ICT consistently supports learning in other subjects of the curriculum and this is an improvement since the previous inspection. Pupils in Year 5, for example, have developed their historical awareness by accessing websites based on the Aztecs, whilst in mathematics, pupils in Year 3 and Year 4 have improved their data handling skills by developing block graphs and pie charts, reflecting birthdays and eye colour within their class. As part of an art and design project, pupils in Year 2 have used painting software to develop self-portraits. Teachers make good use of the digital camera to record learning activities and photographs are used effectively as part of a number of attractive displays throughout the school.

HUMANITIES

Religious education is reported in full below. Geography and history were sampled.

72. Pupils have a satisfactory experience of the programmes of study of the National Curriculum in **geography**. Older pupils have satisfactory knowledge of mountain ranges and rivers. Younger pupils consolidate their understanding of other places by looking at pictures of the sea-side and making good links to art by making a variety of pictures, including collages linked to *The Lighthouse-keeper's Lunch*. These good thematic links make learning interesting and effective. Pupils' progress is monitored satisfactorily with regular assessment. There was less evidence of secure knowledge

of the skills involved with mapping. There is enthusiastic and supportive leadership in the subject, which is satisfactory overall as teaching and learning are not yet fully monitored.

73. Pupils demonstrate an enjoyment of **history**. A good range of topics is studied, and it meets the requirements of the National Curriculum. Visits out of school and the good use made of visiting theatre groups help to engage pupils' interest. They remember with enthusiasm a Tudor and Victorian Day. Good links are made with art and design. Older pupils are beginning to understand varying interpretations of the same events by comparing paintings made by painters from different cultures depicting the meeting between Cortes and Montezuma. Pupils develop research skills satisfactorily with older pupils using the library and the Internet. Links across the curriculum are particularly effective for younger pupils. They have good recall of the famous people they have learned about, like Florence Nightingale. Teachers make regular assessments of pupils' attainment. The leadership of the subject is satisfactory and positive in approach, although the development of assessment for learning and the monitoring of teaching and learning have yet to be embedded in practice.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Pupils have good opportunities to reflect on what they learn from religious knowledge.
- Lessons are varied and interesting.
- The content of assemblies supports the religious education curriculum well.

Commentary

74. Pupils achieve well and attain standards which are broadly in line with the expectations of the locally agreed syllabus at Years 2 and 6. Occasionally the limitations of their literacy skills mean that extensive written records do not always match expectations. However the variety of activities offered in lessons and the good opportunities given for pupils to express their feelings ensure that pupils achieve well over their time in school, especially in the aspect of the subject that involves relating their knowledge to their own experience. Standards remain the same but there has been good improvement in teaching since the last inspection.
75. Teaching is good overall, although it ranges from satisfactory to good. The quality of the curriculum, based closely on the recently revised locally agreed syllabus, ensures that pupils are taught a good range of Bible stories which they remember well. Younger pupils can recount the story of Moses and have good opportunities to think about the feelings of the Israelites in slavery. All pupils respond well to the thematic approach to religious education. Older pupils think carefully about the meaning of religious symbols, enabling them to learn effectively about major world faiths other than Christianity. Good teaching gives variety to lessons, using ICT effectively to teach facts and interpreting knowledge by producing posters and making presentations. Assemblies and visitors to school enhance the curriculum well and teachers use these opportunities effectively to promote knowledge and understanding of the subject. All pupils recall visits out of school well too. Young pupils talk excitedly about their visit to

a local church, its stained-glass windows and the demonstration of baptism. The quality of the curriculum supports pupils' spiritual and moral development very well.

76. The leadership and management of the subject are good. The subject co-ordinator has been enthusiastic and successful in the promotion of the new locally agreed syllabus, which is providing good support for teaching. She has successfully identified the need to adapt the current assessment routines to meet the requirements of the new curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

77. Good quality **art and design** displays were seen in most classrooms and around the school and a portfolio of work was provided by the art co-ordinator. The subject is appropriately led by a knowledgeable and committed co-ordinator, who has ensured that the curriculum time allocated to art and design is enriched by creative arts focus weeks and visits to the local museum and art gallery. These additional opportunities are very popular with pupils and were not available at the time of the previous inspection. The co-ordinator has developed a scheme of work that takes account of mixed-aged classes, implemented assessment procedures and developed resource packs for each unit of study. However, teaching and learning have yet to be fully monitored. Art and design is often linked to other curricular areas, particularly literacy. For example, pupils in Year 2 had developed a seaside collage to display with their holiday diaries. As part of the curriculum for art and design, pupils have opportunities to broaden their knowledge of famous artists. In a lesson in Year 2, for instance, pupils learned about the life and works of Edgar Degas and Vincent Van Gogh. Only one lesson was observed during the inspection and in this teaching and learning were satisfactory. The portfolio of pupils' work indicates that all aspects of the curriculum for art and design are addressed.
78. At the time of the previous inspection, progress and standards in **design and technology** were unsatisfactory in both key stages and there were insufficient resources. There have been considerable improvements since that time. Design and technology projects are now planned in every year group as part of a whole-school programme of work. The co-ordinator provides good leadership. She has developed a scheme of work that takes account of mixed-aged classes, implemented assessment procedures for the end of each unit of study and monitored some teaching and learning. Although it was not possible to observe any teaching during the inspection, it is clear from a scrutiny of planning and the portfolio of pupils' work that pupils have regular opportunities to develop their design and technology skills. Pupils clearly enjoy the subject and representatives from Year 2 and Year 6 talked enthusiastically about their experiences and could remember many of the projects that they had undertaken. Examples of work in design and technology were obvious throughout the school. These included musical instruments in Year 5, glove puppets in Year 6 and split-pin frogs in Year 2. Although pupils were very clear about the design and making process, there was little evidence to suggest that they were given regular opportunities to comment on their work through written evaluations.
79. In a Year 1 and 2 **music** lesson, pupils learned how to control the pitch of their voices. They responded to various pitches, moving up and down the scale appropriately on a xylophone. As a result of good encouragement by the teacher, pupils sang

enthusiastically in tune and all pupils, including those at an early stage of learning English and those with special educational needs, made good progress in singing. In a Year 3 and 4 lesson, literacy was well promoted as pupils learned the meaning of musical vocabulary such as 'tempo', 'dynamics', 'pitch' and 'texture'. They listened to the music of The Beatles and were challenged to identify the structure, dynamics and tempo of the music. Music is well promoted in assemblies, where pupils have good opportunities to sing various hymns together and listen to various styles of music as they enter and leave the assembly. As a result pupils' singing ability is well promoted as they pay attention to diction, posture and breathing while singing. The school makes full use of specialist instrumental tuition for pupils who have specific musical skills, such as with the violin. A popular school choir and recorder club makes a very good contribution to enriching pupils' musical ability. Pupils also participate in the Viva series of concerts, singing with other schools at the Assembly Rooms in Derby. Furthermore, pupils benefit from visiting musicians such as the steel band and woodwind group through links with feeder schools. There are sufficient instruments and resources for music and the school benefits from a designated music room. The co-ordinator provides satisfactory leadership and has developed an appropriate scheme of work with end-of-unit assessments. However, assessment has yet to become fully embedded and teaching and learning across the school have yet to be fully monitored.

80. The school provides a very good range of extra-curricular activities to enrich learning in **physical education**. These include a wide range of sports clubs and inter-school tournaments. For example, a group of Year 2 pupils take part each year in an athletics festival organised by the School Sports Co-ordinator partnership. Year 6 pupils have also won the athletics festival for three successive years, competing against other primary schools. Pupils in Years 3 to 6 take part in a tag rugby festival organised by Derby City Sports Development and the Rugby Football Club. Each year, the school organises a festival of sport with approximately 22 primary school taking part in football and netball tournaments. Pupils in Years 5 and 6 also participate in swimming at the local leisure centre and gain swimming certificates. Year 6 pupils have a very good opportunity to participate in outdoor and adventurous activities in a 3-day visit to an outdoor education centre, which not only enhances their physical skills, but also develops strong teamwork, enhancing their personal development.
81. In a Year 1 and 2 dance lesson, pupils performed their own dance movements about the seaside. They learned new ways of moving and travelling to music, exercising well. The teacher provided a good variety of activities, enabling pupils to dance as part of a group and in pairs, performing their compositions to their peers towards the end of the lesson. Pupils were given time to relax and cool down at the end of the activity. In a Year 3 and 4 lesson, pupils learned to throw a ball using a two-handed pulling action. As the lesson proceeded pupils became more accurate in throwing and numeracy was well promoted as pupils measured distances of their throws. In a kwik cricket lesson, pupils developed their bowling skills and the teacher provided good models of other pupils bowling for all pupils to imitate and refine their skills. Lessons in PE are well structured and include warm-up activities, learning of new skills, the development of performance and a cooling down period. The subject is appropriately led by the co-ordinator, who has increased the number of sports clubs available to pupils and has developed end-of-unit assessments. However, assessment is not yet fully developed and teaching and learning across the school have yet to be fully monitored.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

82. Personal, social, health and citizenship education (PSHCE) is an important part of the school's provision and permeates all aspects of the school's life. Since the last inspection, the school has appointed a learning mentor, a behaviour support teacher and a teaching assistant with responsibility for behaviour support for specific pupils. This has had a very positive impact on the improvement of pupils' behaviour and attitudes to learning throughout the school. For example, staff, in conjunction with the learning mentor, have made very good use of an outside agencies, the 'Peaceful Warriors', to develop the self-esteem of a group of targeted pupils and to teach them anger management strategies. There is a very well planned two-year topic cycle for PSHCE, which is taught in discrete lessons to all year groups and includes topics on sex and drugs education. In a Year 1 and 2 lesson, pupils learned to make choices about concerns and worries, exploring their ideas and feelings. They were given good opportunities to practise their interpersonal skills and express the issues which affected them. In a Year 5 and 6 lesson, pupils considered their feelings about death and bereavement and the teacher ensured that every member of the group contributed to discussion. A rich and varied PSHCE curriculum develops pupils' self-esteem and confidence, enabling them to communicate and interact effectively with others. Staff aim to empower pupils to make important choices in life and to teach them values which are inherently right. 'Golden time' is used very effectively to reinforce this, as pupils are very aware of the 'golden rules'. As a result PSHCE has a very positive impact on pupil behaviour in and outside the classroom.
83. The school is involved in the Health Promoting Schools initiative and has developed an action group to foster emotional health and well-being. Pupils learn about the world around them and how to develop healthy lifestyles. Pupils' views are sought through the school council, who liaise with staff and governors. This promotes pupils' sense of responsibility in decision making for the benefit of the school community. For example, pupils have discussed how bullying can be prevented and developed a bullying charter for the school, based on an analysis of a questionnaire on bullying sent to all pupils. Through the school council, pupils have instigated the refurbishment of the junior toilets, installed recycling bins throughout the school, helped to choose fund-raising methods for Comic Relief, have begun to implement peer mediation at lunchtimes, and have kept all pupils informed of school developments through their notice board. Pupils' sense of citizenship is also promoted very well in assemblies and in religious education lessons, where they learn to care for others and respect different cultures and beliefs. Adults throughout the school provide very good role models for pupils and, as a result, pupils develop a mature outlook to learning, caring attitudes and very good relationships. Through charitable fund-raising events, pupils also learn to consider those less fortunate than themselves.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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