

INSPECTION REPORT

MARKEATON PRIMARY SCHOOL

Derby

LEA area: City of Derby

Unique reference number: 112739

Headteacher: Mr P Angus

Lead inspector: Mrs S Walker

Dates of inspection: 18th – 21st April 2005

Inspection number: 267279

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:	5 – 11
Gender of pupils:	Mixed
Number on roll:	289
School address:	Newton's Walk Bromley Street Derby Derbyshire
Postcode:	DE22 1HL
Telephone number:	01332 347 374
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Crew
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

This is a larger than average primary school that caters for 289 pupils aged from five to eleven. In addition, there is a special teaching facility for pupils with sight impairment, who travel to the school from all parts of the city. Although there are places for 15 sight impaired pupils, there are currently only ten in the school. The majority of pupils are of White British heritage, although a small proportion are from minority ethnic backgrounds, mainly other White backgrounds, Black Caribbean and Asian. Two of the pupils are in the early stages of learning English. The school is situated on the edge of the city of Derby. There is a good social mix in the make-up of the school population. The majority of pupils come from privately owned or rented accommodation in the vicinity of the school, or from local authority housing on a nearby estate and a few travel from the city centre. The proportion of parents with higher education is higher than the national average, as is the proportion of pupils coming from high social class households. The percentage of pupils known to be eligible for free school meals is about average. The attainments of the pupils when they join the school are broadly average, though the proportion of pupils with special educational needs is above the national average. The school has identified 76 pupils who have special educational needs. Most of these pupils experience moderate learning difficulties or have physical or behavioural difficulties. Fifteen of the pupils have statements of special educational need, nine of them with sight impairment, which is much higher than average.

The school won an Achievement Award in 2000, Investors in People status in 2003, and an Activemark and Healthy Schools Award in 2004. At the time of the inspection two teachers were on long-term leave and were replaced by temporary staff, one newly qualified.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21045	Mrs Susan Walker	Lead inspector	Foundation Stage Science Art and design Music
13448	Mrs Dawn Lloyd	Lay inspector	
20010	Mr John Sangster	Team inspector	English History Geography Religious education
30651	Mrs Margaret Entwistle	Team inspector	English as an additional language Mathematics Information and communication technology Design and technology Personal, social and health education and citizenship
4676	Mrs Mary Griffiths	Team inspector	Special educational needs Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that gives good value for money. Standards are above average and pupils achieve well because the teaching is good, the curriculum is interesting and varied and the school is highly inclusive. Consequently pupils are motivated to learn and well behaved. The headteacher provides strong leadership and is well supported in this by a very effective and involved governing body. Pupils are cared for very well and the climate for learning is very positive.

The school's main strengths and weaknesses are:

- Pupils achieve well and standards in English, mathematics and science are above average, with a good proportion of pupils reaching the higher levels, though the presentation of pupils' work is variable.
- Teaching is good.
- The school is well led and managed but the use of performance data is not yet fully embedded.
- The curriculum is rich with a very good range of extra-curricular activities but information and communication technology (ICT) is not used well enough across other subjects.
- Provision for pupils' personal development is a strength of the school.
- All pupils with special educational needs are supported very well; the provision for pupils who are sight impaired is excellent.
- There are shortcomings in the provision for children in the Foundation Stage.

There has been good improvement since the last inspection and most issues have been tackled successfully. Standards in mathematics have improved significantly from below to above average, though they continue to be generally lower than in English. There has been good improvement in the provision and standards in ICT due to better resources, staff training and strong subject leadership. Leadership and management have strengthened because there are better systems for monitoring and a better-defined role for the leadership team though the use of performance data needs further development. The provision for children in the Foundation Stage is in a period of transition and needs further review and organisation so that standards match those at the time of the last inspection.

STANDARDS ACHIEVED

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average. A indicates that the school was in the highest five per cent in the country*

Similar schools are those with a similar intake of pupils based on prior attainment.

Achievement is good throughout the school. Most children start school with average attainment and reach the expected goals for their age by the end of reception in all areas of learning although some higher attaining children do not achieve as well as they might because of shortcomings in the teaching. Standards by the end of Year 2 are above average in reading and writing, representing good achievement. In mathematics standards are average, representing satisfactory achievement. In national tests and assessments in 2004 standards were well above average in reading, writing and mathematics, both nationally and compared to similar schools.

By the end of Year 6 standards are above average in English, mathematics and science. Results in national tests in 2004 were well above the national average in English and very high compared to similar schools. In mathematics and science too, results were above average both nationally and in comparison with similar schools. One of the main reasons why the school has performed so well in national tests is the high proportion of pupils who achieve the higher levels, which impacts favourably on the school's overall results. The current Year 6 group is well on course to achieve above average standards again in forthcoming tests and a significant number of pupils are predicted to reach the higher levels, though not as many as in previous years. Standards in all the other subjects, including ICT and religious education, are at least satisfactory. Pupils with special educational needs and the small minority for whom English is a second language achieve well because of the good provision.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good and contribute well to their very good attitudes and behaviour. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good overall, with some very good teaching in Year 5/6, which helps to boost performance in national tests. The teaching in Foundation Stage is unsatisfactory because basic skills are not promoted well enough and children do not always achieve as well as they should. Throughout the school pupils learn well because lessons are well planned and enjoyable, tasks are well matched to the needs of all the pupils and there are constructive relationships. ICT is not used to best effect to support work in other subjects. Classroom assistants are well trained and deployed efficiently to provide additional support for those pupils who need it. Specialist teaching for pupils who are sight impaired is sensitive and very well organised to make the best use of staff expertise.

The curriculum is good and the school provides a very extensive range of additional activities that extend and enrich the National Curriculum. Pupils are cared for very well. There are very good links with parents and good links with the local community. The accommodation and resources are satisfactory.

LEADERSHIP AND MANAGEMENT

The school is well run. The headteacher's strong leadership is supported well by senior staff and governors. Finances are managed proficiently and prudently. Analysis of data to show how well pupils are doing is not yet fully embedded as a tool to identify areas of strength and weakness in learning. The leadership of the special teaching facility is excellent.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school has the confidence of parents, who are very satisfied. Pupils say they are happy at school and enjoy the things they have to do.

IMPROVEMENTS NEEDED

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

- Improve the quality of provision and teaching in the Foundation Stage.
- Make better use of performance data to track the progress of pupils and help to set targets.
- Make greater use of ICT to support learning across the curriculum.

- Ensure that pupils' work is presented to a consistently high standard.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are above average by the end of Year 6 in English, mathematics and science. Pupils achieve well in Years 1 to 6. In the Foundation Stage achievement is satisfactory rather than good because the teaching is more variable and not always challenging enough for higher attaining children. Pupils who are sight impaired achieve particularly well because of the excellent provision that is made for them.

Main strengths and weaknesses

- Standards by Year 6 are above average in English, mathematics and science and pupils achieve well.
- A higher than average number of pupils reaches the higher levels in national tests and assessments.
- Children in the Foundation Stage make insufficient progress in developing early skills in reading and writing.
- All pupils with special educational needs achieve well, particularly those who are sight impaired.
- Pupils achieve well in most other subjects because the curriculum is well planned and teaching is good.
- Pupils do not use their skills in information and communication technology (ICT) in other subjects as well as they might.
- Presentation of work is inconsistent.

Commentary

- 1 Standards in the core subjects of English, mathematics and science are above average by the end of Year 6, as they were at the last inspection. Since then the school has maintained its standards and bettered them in some years. Performance in national tests and assessments has improved steadily in English in the past three years, reaching well above average in 2004. The current group of pupils in Year 6 is not predicted to perform quite as well in forthcoming tests, although the school's data shows that results are likely to be above average. In mathematics standards at the end of Year 6 have been lower than in English for three consecutive years, but this year are well on course to be above average in Year 6. By the end of Year 2 standards are average. They are lower than in Year 6 because teaching is less challenging for higher attainers and teachers are not entirely confident with aspects of the numeracy strategy. Standards in science remain above average at the end of Year 2 and Year 6 as a result of the good emphasis given to the subject within the curriculum and the school's focus on investigation and practical tasks. The school's results in 2004 compared very favourably with similar schools, being above average in science and well above average in mathematics. In English results were very high and in the highest five per cent in the country.

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

Standards in:	School results	National results
Reading	17.3 (16.3)	15.8 (15.7)
Writing	16.2 (14.1)	14.6 (14.6)
Mathematics	17.5 (17.0)	16.2 (16.3)

There were 44 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	29.9 (27.8)	26.9 (26.8)
Mathematics	28.2 (26.2)	27.0 (26.8)
Science	29.6 (29.5)	28.6 (28.6)

There were 44 pupils in the year group. Figures in brackets are for the previous year

- 2 One of the main reasons why pupils achieve so well in national tests is that the school is particularly successful in enabling a higher than average proportion of its pupils to achieve the higher levels, especially in English and science. This is partly due to the very good teaching in Year 5/6, which helps to boost performance in national tests. The school has started to use performance data to monitor the performance of boys and girls and to identify pupils who would benefit from extra help. This is provided in several different groups where pupils hone their skills in additional 'booster classes' for literacy and numeracy. In the best examples, where teaching is excellent pupils work intensively and have very positive and mature attitudes to their work because they know it is going to help them to achieve well. Throughout Years 1 to 6 the teachers cater well for the needs of all the pupils and consequently the higher attainers are given plenty of opportunities to be challenged whilst pupils who need more help with their learning receive very effective support to enable them to achieve well also
- 3 Children get off to a satisfactory start to their education in reception classes, where they develop good attitudes to learning that stand them in good stead for later years. Most children join the reception classes with average attainments, though a significant number of children have the potential to attain higher than this. By the time they are ready to leave the reception class, most are expected to achieve the goals for their age in all areas of learning. However, not all children are achieving as well as they are capable because there is insufficient attention given to teaching basic skills such as letter formation and simple computation of number. Furthermore the assessments made when children first started school are not entirely reliable because the school has no means of moderating judgements about attainment.
- 4 Pupils with special educational needs achieve well because of the very good provision that is made for them. Pupils with sight impairment make particularly good progress because they benefit from a dedicated team of well-trained staff who help with their specific needs away from classes, balanced out by their inclusion in mainstream classes where they are helped to learn alongside their peers. Pupils make very good progress towards their targets, which constitutes very good achievement for the majority. This is due to good teaching combined with high quality support and a focus not simply on academic achievement but which takes into account the whole child. Pupils achieve so well because they are happy to come to school, where they 'blossom'. Pupils who are at an early stage of learning English are supported well and their progress is monitored.
- 5 Standards in ICT are now in line with national expectations. There has been a good improvement in the provision and standards in ICT since the last inspection. Standards have improved because the facilities are now much better, teachers are more confident in using the equipment and the technician is on hand to provide additional support to pupils and staff. Although pupils make good progress in widening their repertoire of skills in ICT they have more limited chances to use them back in the classroom to help with work in other subjects.
- 6 Standards in all the other subjects inspected are at least in line with national expectation and pupils achieve well. The school has a rich and varied curriculum and so there is a good emphasis on all subjects, which, together with good teaching, enables pupils to achieve well. Standards in personal, social and health education and citizenship (PSHCE) exceed expectation by Year 6 as a result of the school's emphasis on the subject, the well-planned curriculum and the very good teaching. There is some variation in the quality of presentation of

work throughout the school. It is generally better in Years 3 to 6, where pupils take a pride in their work and pay good attention to handwriting, spelling and grammar. By contrast, some of the presentation in Year 1 and 2 is untidy and teachers do not always pay enough heed to correcting spelling and grammar or to encouraging neat handwriting. The school keeps a close eye on the progress of pupils in all subjects even though there is little assessment in several subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and their behaviour are very good. The school makes good provision, overall, for pupils' spiritual, moral, social and cultural development. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils behave very well, are eager to learn and are keen to do well.
- Because pupils are taught to show respect and consideration for others, relationships throughout the school are very good.
- Pupils are given a wide range of opportunities to contribute positively to the school community, which helps them develop confidence and self-esteem.

Commentary

- 7 Pupils have a lively, enthusiastic approach to school, which shows in their positive attitudes to learning and their eagerness to become involved in a wide range of activities outside lessons. They work hard in class, persevering when tasks are challenging and maintaining their concentration for prolonged periods. When the class teacher is occupied helping a group, the other pupils continue to work independently. Teachers help to promote such positive attitudes by valuing pupils' efforts, both in lessons and through special assemblies, where achievements are celebrated. Pupils thus learn the importance of trying their best. Good behaviour is seen as the norm. Pupils understand what is expected of them and teachers rarely need to remind them how they should behave. They are familiar with classroom routines so that when called upon to move equipment, find a partner to work with, or move to another part of the school, they do so sensibly and without fuss. Behaviour at playtimes is equally good. Staff adopt a consistent approach to managing pupils' behaviour, insisting on high standards and providing support to pupils with behavioural difficulties, so that there have been no exclusions in recent years.
- 8 This is a school in which everyone is valued and where differences are understood and celebrated. The school is very successful in developing the independence, confidence, mobility and self-esteem of all pupils with special educational needs, including those from the special facility for sight impairment. Pupils work hard and are well supported by their peers within school. Through PSHCE lessons pupils are encouraged to explore feelings and reactions, so that they reach a better understanding of how they fit into the school community and into the wider world outside, in accordance with one of the school's expressed aims. Study of other cultures and beliefs, in subjects such as religious education and geography, helps pupils to learn respect and tolerance. As a result of the school's positive ethos, relationships between pupils and between pupils and adults are very good. Bullying is rare and there is no sign of racial tension. Pupils who are sight impaired are very well integrated into lessons and other activities. Sighted pupils show great consideration for them, for example in guiding them through the crowded hall at the end of assembly. Pupils are also developing a sense of

personal responsibility and social awareness, which leads them to extensive generous fund-raising for local and national charities.

- 9 Opportunities to take on responsibility are available to all pupils, from classroom monitors to the particularly prestigious and challenging roles of class or school councillor, house captain and peer mediator. Older pupils support the younger ones in a variety of ways: they help infants with their reading, assist the mid-day supervisors with playground activities and are paired with the younger children for school council duties. House captains must put themselves forward for election, while peer mediators undergo formal training to help them solve lunchtime disputes. Pupils are proud to take on these roles, which contribute significantly to their personal development by enhancing their self-esteem and self-confidence, while helping them to develop social and organisational skills.
- 10 Attendance figures are close to those found in most primary schools, although the number of unauthorised absences is high. This is because a small number of pupils have a poor record of attendance. The school, with the help of the education welfare officer, is working with these pupils and their families. In addition, a small number of parents consistently fail to respond to repeated requests for explanations of their child's absence. Most pupils attend well and their punctuality is good. The school has effective monitoring procedures, which are rigorously applied. There are plans to increase the use of incentives, such as certificates, in the future.

Attendance in the latest complete reporting year 2003/4 (%)

Authorised absence		Unauthorised absence	
School data	94.1	School data	0.4
National data	94.5	National data	0.4

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

Exclusions

There have been no exclusions in the past year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education, which helps pupils to achieve well, especially those with special educational needs. Teaching and learning are satisfactory in the Foundation Stage and good in Years 1 to 6. The curriculum is good, with due emphasis on the core subjects of English and mathematics. The school takes very good care of the pupils. Links with parents are very good; those with the local community are good.

Teaching and learning

The teaching is good overall and contributes significantly to the achievement of the pupils. The teaching in the special facility for pupils who are sight impaired is very good. With the exception of physical education, teaching and learning are good in all subjects where sufficient lessons were seen for judgements to be made. In physical education teaching is satisfactory. In the Foundation Stage teaching is unsatisfactory because of shortcomings in the teaching of literacy and numeracy. Assessment of pupils' work is satisfactory.

Main strengths and weaknesses

- English and mathematics are taught well, resulting in the good achievement of the pupils.
- Teachers use effective methods to make lessons interesting and planning is good.
- Teaching assistants are used well in lessons.
- Specialist teaching for pupils who are sight impaired is sensitive and very well organised to make the best use of expertise.
- Teaching in the Foundation Stage is unsatisfactory.
- Teachers do not use ICT enough to support learning across the curriculum.
- Presentation of work is too variable.

Commentary

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	10 (20%)	24 (47%)	14 (27%)	2 (4%)	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.

- 11 The quality of teaching in Years 1 to 6 has improved since the last inspection and is now good overall, whereas it was judged as satisfactory at the last inspection. It is now good in almost half the lessons and very good or excellent in about a fifth of lessons. The teaching in one of the classes in Year 5/6 is consistently very good because of the very high expectations, the brisk pace of lessons and the level of challenge in questioning, all of which enable pupils to achieve very well in lessons. The quality of teaching in the Foundation Stage is unsatisfactory overall because too many activities are unsuitable for the age of the children. Assessment is secure in the school and used appropriately to monitor what pupils have achieved, to plan work suited to the needs of the pupils and to set targets.
- 12 There are several features of the good, very good and excellent teaching that distinguish it from that which is satisfactory. It is brisk and purposeful with regular variation in activity that keeps pupils on their toes and requires them to work things out for themselves. The high expectations of the teacher arise from an approach that treats pupils as young adults and creates an ethos of hard work. The frequent revision of key vocabulary is woven into the lesson at every opportunity so that words are reiterated and consolidated. Teachers' questioning is skilful in monitoring what pupils have understood and clarifying misconceptions in passing. All these features came together in an excellent booster class for mathematics in Year 5/6, where pupils revised the plotting of co-ordinates. Learning was intensive but enjoyable and as a consequence pupils had excellent attitudes, worked very hard and achieved very well.
- 13 Throughout the school there are several common features of the teaching that contribute to the good achievement of the pupils. Teachers' knowledge of the subjects is good and they are enthusiastic so that explanations are clear and often lively. Most lessons move along briskly and are well organised so no time is lost, although occasionally time is not used efficiently so that the pace of explanations is sometimes protracted. Class management is low key and effective. Pupils know what is expected of them and respond well to the high expectations of their teachers. The best lessons provide a high level of challenge and provide tasks that are well matched to the capabilities of the pupils. In mathematics lessons in Years 1 and 2 this is not always the case however, and there are times when tasks are either too easy or too hard so pupils do not all achieve as well as they should. This helps to explain to some extent why standards in mathematics at the end of Year 6 are higher than in Year 2. There is strength in the way teachers plan their lessons jointly. Not only does this good practice ensure parity and equality of opportunity between classes, it enables staff to share their expertise capitalising on strengths and supporting staff who might be less confident with a particular subject. Parents are unanimous in their view that the teaching in the school is good.
- 14 Strengths in the teaching far outweigh weakness but there are a few inconsistencies that adversely affect the provision in the school. Throughout the school there is not

enough emphasis on the use of ICT across the curriculum. Although pupils make good progress in acquiring skills in ICT through lessons that take place in the suite there are few opportunities for them to hone their skills by using them in other subjects and computers are used much less regularly, consistently or effectively back in the classrooms. There is some variation in the presentation of pupils' work. At best it is dated, neat and tidy, with well-formed handwriting and lines that are drawn with a ruler. By contrast, some of the work, particularly in Years 1 and 2, is untidy, with little emphasis on presentation evident in the teachers' marking. Letters are frequently incorrectly formed or reversed and spelling errors are unchecked.

- 15 The quality of teaching in the Foundation Stage is unsatisfactory overall. There is a good emphasis on the development of independence and co-operation so children steadily gain in confidence and develop their social skills. There is some unsatisfactory teaching in the areas of communication, language and literacy and mathematical development. This is because tasks are often inappropriate for the stage of development of the children, being either far too demanding for their stage of development or lacking challenge. There is not enough emphasis on developing the basic skills of writing and handling number and so children do not make enough progress. The learning environment is insufficiently stimulating for very young children.
- 16 Teaching for pupils with special educational needs is very good and provides pupils with experiences that encourage initiative, independence and confidence in their own ability. Pupils feel valued and secure. Teachers are well informed about pupils' individual needs and their planning takes account of this. They make good use of all information, which helps to ensure that all pupils are able to make a valid contribution to lessons. By concentrating on the use of positive behavioural strategies teachers are able to ensure that discipline is strong and that pupils are very well behaved.

The curriculum

The school provides a good curriculum that is relevant to the needs of the pupils. It is inclusive and provides a wealth of very good opportunities to widen the experiences of all the pupils through extra-curricular activities, visits and a variety of visitors to the school. The accommodation and resources are satisfactory for the teaching of the National Curriculum.

Main strengths and weaknesses

- The school is very successful in including all of its pupils in the full range of curricular experiences and activities.
- Provision for pupils with special educational needs is very good, and excellent for those with sight impairment.
- There is a very strong programme for PSHCE that has a very good impact upon attitudes, behaviour and for life in a democratic society.
- The curriculum is enriched with a very wide range of extra-curricular clubs and activities.
- ICT skills are not used sufficiently to strengthen learning in other subjects.
- Provision for communication, language and literacy, and for mathematical development, is unsatisfactory in the Foundation Stage

Commentary

- 17 The school offers an inclusive curriculum that meets statutory requirements and gives the pupils the rounded education that parents say they are so pleased with. The curriculum gives priority to English, mathematics, science and ICT, but there is a suitable emphasis on all the

other subjects so that a good balance is achieved. This is assisted by improved planning for all subjects, an aspect that was area of weakness at the time of the last inspection. More systematic planning means that teachers are now better at building upon what the pupils already know and can do. Teachers plan work in teams, which ensures that all pupils in each year group are taught the same content. Pupils now have much improved access to computers and ICT equipment, and ICT skills are well taught. However, the use of ICT to support learning in other subjects is still at an early stage of development.

- 18 A very good number and range of extra-curricular activities and clubs significantly enrich the curriculum. Take-up is high – for instance, there is a waiting list for the Braille club – so that pupils say, “There is something for everyone; everyone can join in something.” There are gardening, sewing, French, Braille, magazine and music clubs, as well as the more usual sports clubs and activities, including badminton and golf. Teaching assistants make an important contribution to their effectiveness, representing good value for money. A good number of visits out and visitors to the school add further enrichment, and help to address the multi-cultural dimension satisfactorily. Extended residential visits for Year 6 pupils and also the sight-impaired pupils make a good contribution to personal and social education. The very good provision for PSHCE is a strength of the curriculum. Leadership of this area is very good, so that there is a comprehensive scheme of work that is taught through timetabled ‘circle time’ sessions as well as other subjects such as science, and teachers’ skills are high. This provision has a direct, positive impact upon the pupils’ attitudes and behaviour.
- 19 The curriculum for all pupils with special educational needs, including those who are sight impaired, is very well planned and ensures they have full access to all activities. A striking feature of the school is the way it offers all of its pupils the same opportunities and experiences, without exception. All pupils with special educational needs have very good access to a broad and balanced curriculum that is relevant to their needs. They also participate in the varied programme of extra-curricular activities. Pupils are mainly supported within the mainstream classroom alongside their peers. Occasionally they are taken out, usually in small groups, to receive additional teaching. A wide range of strategies is used effectively to raise standards and to give pupils additional support in literacy and numeracy. Many additional initiatives are introduced to support pupils’ learning. Among these are ‘booster’ and springboard classes and the successful introduction of a Dyslexia Prevention Scheme.
- 20 The school has established effective links with partner schools. Good support at transition stages enables this process to be as smooth as possible. Accommodation is easily accessible to all pupils, including those who are sight impaired. The school is in the process of improving its already good level of resources. There is a good range of ICT software to support pupils’ learning. Support staff for sight impaired pupils undertake rigorous training programmes led by the teacher in charge of that facility. The school makes good use of the accommodation available, and resources are generally good. Its two halls are welcoming and well used; a new junior library is attractive to young people to enter and use. However, the accommodation in the Foundation Stage is cramped for children in the early years of schooling, and despite the best efforts of the teachers, does not lend itself to a fluid organisation where children can select their own activities.

Care, guidance and support

The school’s procedures to ensure pupils’ care, welfare, health and safety are very good. Support, advice and guidance for pupils, based on monitoring of their personal development, are good. Academic support and guidance are satisfactory. There are very good opportunities for pupils to become actively involved in the work and development of the school.

Main strengths and weaknesses

- Pupils' views are valued and taken into account, so they play a significant part in school developments.
- Arrangements to ensure health and safety are very good.
- Staff provide very good pastoral care for pupils.
- There are very good induction arrangements for children starting in the reception class

Commentary

- 21 The school and class councils have a very high profile and are seen as very important by both pupils and staff. Pupils can see that their views are taken seriously and know that they can influence school developments. Because all pupils can contribute to discussions on issues that affect them directly, they are learning the basic principles of citizenship. Council meetings are conducted thoughtfully, with pupils making sensible suggestions and comments that demonstrate their understanding of the democratic process. Although teachers guide the council discussions, this is done unobtrusively and the elected pupil representatives are encouraged to take the lead. They do this very impressively, showing considerable confidence and maturity. As a result of council discussions, practical improvements in the day-to-day running of the school have been made, for example the introduction of a salad bar at lunchtime, development of the playground and preparation of a set of school rules.
- 22 All aspects of health and safety are taken very seriously. There are very good arrangements to ensure that children, staff and visitors to the school are properly cared for, overseen by members of the governing body who have professional expertise in relevant areas. Regular checks of the building and grounds are carried out and staff are constantly vigilant, so that potential hazards are immediately identified and remedied. There are very good procedures for child protection and all staff have had recent training.
- 23 Pastoral support for pupils remains a strength of the school, as at the time of the last inspection. Personal development is routinely monitored and, because staff know pupils well, they can take steps to ensure that individual needs are met. All staff show genuine concern for the welfare of pupils. The provision of anonymous 'Worry boxes' in classrooms enables pupils to draw attention to minor problems, which teachers can then use as a basis for discussion in PSHCE or circle time. Support for sight-impaired pupils is very good. Sensitive help from teaching assistants and from classmates ensures that they play a full part in lessons and other activities, while developing personal independence and self-reliance.
- 24 The process of settling into the reception class is made smooth and painless for new children and their parents or carers, because the school provides a wide range of information and activities for them. The Link-Up Club allows everyone involved to meet several times before children start school. Children become familiar with their new surroundings, while parents are introduced to staff and are made aware of how they can help their children learn. Parents are very happy with these induction arrangements.
- 25 Care, support and guidance of pupils with special educational needs are a strong feature of the school. Clear procedures for early identification and assessment of pupils ensure that they are well supported. Pupils are very well supported throughout the curriculum. Individual education plans set appropriate targets, which are regularly monitored and updated. Targets are closely linked to pupils' statements.

Partnership with parents, other schools and the community

Links with parents are very good. There are good links with the local community and with other schools and colleges.

Main strengths and weaknesses

- The quality and range of information for parents are very good.
- Parents make significant contributions to school life and many are closely involved in children's learning.
- Good links with the local community enrich pupils' learning and contribute positively to their personal development.

Commentary

- 26 Information for parents is wide-ranging, relevant and helpful. Parents are kept up to date with school developments and events through monthly newsletters and through the attractive website, which also allows family members from outside the area to keep in touch with school news. Curriculum details are provided termly, so that parents can plan family visits to relevant places or search out artefacts that may be brought into school to enhance pupils' learning. Special meetings are arranged on a two-year cycle, to allow parents to see how the school teaches literacy and numeracy and how it approaches drugs and sex education. Formal consultation meetings with class teachers are supplemented by day-to-day informal contacts, when parents can discuss individual queries or concerns. Annual written reports are detailed and informative. They give good descriptions of what pupils know, understand and can do and set clear targets for improvement. Parents are mostly happy with the information the school provides, although sometimes 'pupil post' leads to messages being overlooked.
- 27 Many parents play an active part in school life and their interest and enthusiasm contribute positively to pupils' learning. Practical help is provided in classrooms and on trips, while those parents with special skills or expertise are happy to share them with the pupils, for example by running a sewing club, offering football coaching or looking after the infant library. A flourishing parent teacher association organises events, which raise substantial funds to purchase additional resources for the pupils to enjoy. The school has established very good relationships with parents of pupils with special educational needs. They have good access to information, advice and support. Parents are closely involved with co-ordinating support and reviewing progress. Attendance at annual reviews is good.
- 28 The school enjoys a good reputation in the local area and its successes are regularly reported in the local press. Pupils benefit from coaching offered by Derby County Football Club, from industrial expertise in science that comes from a link with Rolls Royce and from extra support in reading given by local residents, the 'Reading Grannies'. In their turn, pupils contribute to the life of the local community through music, sport and charitable fund-raising. Music plays an important part in school life and sport too is also a major activity for pupils. Inter-school competitions take place in football, badminton, netball and cricket, while cross-country running draws together all the junior pupils with older siblings and some parents, making this a real community event. Involvement in these activities enriches pupils' educational experiences and makes a significant contribution to their personal development.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher and other key staff provide good leadership. The management of the school is good. Governance is very good.

Main strengths and weaknesses

- The headteacher provides clear leadership and direction for the school.
- He is supported well by other staff in management positions.
- The leadership of the special teaching facility is excellent.
- The governing body carries out its duties very well.
- The financial management of the school is very good.
- Performance data is not used well enough to identify key strengths and weaknesses.

Commentary

- 29 As at the time of the last inspection, the school is well led and managed. The headteacher provides good leadership in implementing the school's vision as a fully inclusive organisation, in which all individuals are valued and helped to develop to their full potential. He has developed an effective system for monitoring teaching and learning through lesson observations by key staff. This has had a positive impact on the quality of teaching by providing staff with clear feedback on their performance and the identification of points for improvement. However, monitoring has not yet addressed some inconsistencies in teaching, such as the weaker teaching in mathematics in Year 1 and 2 and in the variability of presentation. The headteacher is supported well by his deputy headteacher and also by the newly developed leadership team, which represents all parts of the school. The subject co-ordinators provide good leadership of their subjects. Together they have been successful in addressing the issues identified by the previous inspection, including those relating to the management of the school, and bringing about good improvement. Although the school is beginning to use the wealth of data it has available on pupils' performance, this is an area that needs further development because its use is inconsistent and the information that is available is not used fully to monitor the progress of each pupil and to aid planning.
- 30 Because of current unavoidable staffing arrangements two teachers who are inexperienced have responsibility for the Foundation Stage and there is no experienced co-ordinator to oversee the provision. Although support has been provided for them by representatives from the local authority, training events and visits to another school, there is a lack of 'on the spot' support to check planning and monitor teaching. This is a weakness in the leadership of the school that is otherwise strong.
- 31 Leadership and management of the provision for pupils with special educational needs are very good. Inclusion is seen as an integral part of all policies and the school seeks to remove any barriers to pupils' learning. Effective links are made with a wide range of outside support agencies. Pupil records are well kept and informative. The Code of Practice is fully operational and the school is complying with legal requirements in respect of pupils with statements. There are very clear procedures for the identification and assessment of pupils with special educational needs that are well known to all staff. The special educational needs co-ordinator has established clear procedures for tracking the progress of pupils throughout the school and the information gleaned is used to set future targets. The leadership and management of the special facility for pupils with sight impairment are excellent because of the very high level of specialist expertise and the thorough procedures for planning and assessment. Formal liaison between the special facility and the mainstream special educational needs provision is ripe for further development to maximise the use of resources for the benefit of all pupils.
- 32 The school's strategic planning is good. The improvement plan is clear, with priorities identified well, in addition to the training needs arising out of them. Progress in implementing the plan is reviewed regularly by both the senior management team and the governing body. The provision for staff development, which includes teaching assistants as well as teachers, is good and managed well by the deputy headteacher. As a consequence, the school was awarded Investors in People accreditation in 2003. There is good provision for the induction of new teachers and the school makes a good contribution to initial teacher training.

- 33 The governors have a very clear understanding of the strengths and weaknesses of the school. They meet all statutory requirements. They play a key part in strategic planning and hold the school accountable as 'critical friends'. There is a very effective committee structure, with the chair of each committee reporting briefly to the full governing body at its meetings. At present there is no specific committee to review the curriculum, and this role is carried out by individual governors linked to particular subjects. However, the system whereby subject co-ordinators report annually to the linked governor is particularly effective in keeping governors informed and enabling them to monitor what is happening in their areas.
- 34 The financial management of the school is very good. The school manages its budget very well and is often successful in securing additional funding. The parent teacher association has also raised valuable funds for specific projects, such as the newly refurbished school library. Spending is monitored closely and governors are fully aware of the need to obtain best value for their expenditure. They are also well aware of the implication of falling rolls for the finance of the school, and the need to promote the school within the local community.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1 003 964
Total expenditure	1 001 597
Expenditure per pupil	3473

Balances (£)	
Balance from previous year	32 042
Balance carried forward to the next year	34 409

- 35 Although the expenditure per pupil is high when compared with other schools, this is because of the additional funding for pupils in the special teaching facility. Funding for pupils in the rest of the school is broadly average. As a consequence, in view of the good quality of education the school provides and the good standards achieved by pupils, the school offers good value for money.

SPECIAL TEACHING FACILITY FOR SIGHT IMPAIRED CHILDREN

Provision for pupils with sight impairment is **excellent**.

The school has a special teaching facility funded for 15 pupils with sight impairment who come to the school from all areas of the local authority. There are currently ten pupils who take up these places, nine of whom have statements of special educational need.

Main strengths and weaknesses

- The inclusion of pupils is a strength of the school.
- Pupils develop a high level of confidence and independence through a range of specialist activities that are specifically designed for their needs.
- Specialist teaching and support are of high quality.
- Leadership and management of the provision are excellent.

Commentary

36 Pupils with sight impairment are thoroughly involved in the life of the school. They are hard-working and respond well to the challenges that face them. Specific programmes are in place to target the development of communication, tactile skills, social skills and self-help skills. A strong focus on the development of pupils' social skills enables them to interact successfully with both adults and other pupils. Levels of co-operation from mainstream pupils are exceptionally positive.

37 Pupils make very good progress towards their targets. This is evident from their extensive records and tracking systems. They are well supported by trained staff who are on hand to adapt work and provide resources to give them full access to the curriculum. The school provides them with good access to a wide range of specialist equipment. Tactile pictures and diagrams are made by using a range of materials. Impressive tactile displays are a feature of the school, both inside and outside the building. There is good computer access for all pupils and touch-typing tuition is part of their support programme. All aspects of mobility are taught and a self-help weekend has been arranged so that pupils can experience being away from home. In unfamiliar surroundings and under supervision they can practise getting about a new place and learn how to look after themselves through problem solving and adventure activities.

38 Braille is taught and used throughout the school. This enables pupils to read and also record their work. Pupils develop confidence and independence from a very early age. The procedure of reading a recipe in order to make a cake was observed to be an effective strategy for developing a pupil's literacy skills as well as her Braille technique. The school successfully incorporates the use of Braille reading schemes. A Braille library has been developed and there is a very successful Braille club operating which has proved very popular with all pupils in the school.

39 The teaching of pupils with sight impairment is very good. Support staff are effectively deployed. They are largely unobtrusive in lessons and yet enable sight-impaired pupils to have as much access to the curriculum as possible. This includes access to extra-curricular provision, particularly music. They work closely with class teachers, liaising on a regular basis. Specialist teaching is of very high quality and is sensitive while remaining appropriately challenging in order to develop pupils' confidence and independence throughout their time in school. Commitment to effective provision for a

blind pupil was evident when a colouring book was designed with raised pictures and scented pens. There remains an excellent range of adapted resources to develop pupils' knowledge and understanding of all National Curriculum subjects. Mainstream teachers are flexible in their approach to teaching sight-impaired pupils and they create an effective learning environment for them, which is equally demanding of their involvement.

- 40 Leadership and management of the provision are excellent. The teacher in charge is very knowledgeable and experienced. He keeps other teachers regularly updated about the pupils' needs. Any awareness-raising has a positive focus, which has led to pupils being very well integrated throughout the school. Thorough assessment procedures clearly identify the requirements of each child at any particular time. This takes into account pupils' ability, skills and concepts. However, the main assessment is centred on pupils' visual functioning which the department carries out itself. Regular contact is maintained with the local orthoptist and other outside agencies. Pupils' files are very informative and very well presented and are even started before pupils enter the school. The success of the special teaching facility is determined by the fact that there has been very good progress since the previous inspection. At the present time there is limited formal liaison between the special facility and the mainstream special educational needs co-ordinator to streamline the provision and maximise the use of resources. A closer working relationship between the two could usefully be developed.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

- 41 Provision in the Foundation Stage is satisfactory overall. Children are taught in two reception classes that operate as one single unit. Most children start school with at least average attainments and achieve satisfactorily. Most are on course to reach the goals expected for them by the end of the reception class in all the areas of learning. Provision in the Foundation State is currently undergoing review. Much has already been achieved in re-vamping classroom organisation to improve the curriculum for the youngest children in the school but there is work still to be done to improve the quality of the provision and the learning environment. There are good systems in place for planning the curriculum, resulting in similar teaching approaches in both classes and simple but effective methods of assessing the progress of the children. However, the outcomes of assessment are not used fully to tailor tasks to each child's needs.
- 42 At present the teaching in the key areas of communication, language and literacy and mathematical development is unsatisfactory because learning opportunities are not fully maximised and tasks are sometimes unsuitable for the stage of development of the children. This limits the extent to which basic skills such as letter sounds and number computation are learned. Furthermore, assessments made on children are not always accurate. This means that some higher attaining children are not doing as well as they should. Consequently, current standards and provision are lower than at the time of the previous inspection.
- 43 Continuity in developing of the Foundation Stage has been adversely affected by recent unavoidable staffing changes. At the time of the inspection both teachers responsible for the reception classes were very inexperienced and both new to the school, one of them a newly qualified temporary teacher. Due to the absence of the co-ordinator the management has provided a mentor to support the inexperienced teachers through their first few months in the school. The reception class teachers have also benefited from several good opportunities to work with consultants from the local education authority, to attend training courses and to work with colleagues in another school. Consequently there is a good level of teamwork and collaboration among the staff. But there has been insufficient oversight at senior management level of teaching and curriculum planning to monitor the suitability of tasks and to moderate assessments to ensure that they provide accurate information about each child.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children quickly adapt to school routines and expectations because of the very good arrangements for their induction.
- Children develop good social skills.
- There is a good emphasis on fostering independence.
- Opportunities are missed to promote social skills at snack time.

Commentary

- 44 The school has very good arrangements for settling children in to full-time education and so they quickly become confident and happy with the clear routines such as lining up to move to another classroom. Prior to starting school there are several opportunities for new starters to explore their new classroom and try out the resources. There are also numerous talks given to parents about the school's provision and they are invited to visit the school on several occasions to ensure they too are familiar with routines and systems. All these opportunities combine well to forge effective links with parents of new starters.
- 45 Teaching in both classes is satisfactory. Consequently most children are on course to reach or exceed the goals expected for them by the end of the reception year and achieve well in acquiring social skills and confidence. Both classrooms are organised to promote independence, for example by setting out resources so they are easily accessible to children. This means that they can choose and replace items without direct supervision. Teachers establish good patterns of behaviour and routines that set the tone of expectation for further up the school. Children readily tidy away at the end of each session and many are eager to be helpful. One of the strengths of the teaching is the system of 'plan, do and review', which is working well in ensuring that children make best use of their time when they select activities for themselves. Good opportunities for social interaction are woven into most activities so children get used to sharing, taking turns, working in groups and listening to each other. However, teachers do not always seize on opportunities to promote social skills. For example, when children have their mid-morning snack of fruit they are not always required to sit and eat quietly or reminded to observe simple manners such as saying 'please' and 'thank you'. Consequently this special time of the day is not always used to best advantage to promote learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is unsatisfactory.
- There is not enough emphasis on teaching letter sounds in a structured way and so children do not all make the best possible progress.
- The learning environment is insufficiently stimulating or rich in text.
- Tasks are sometimes inappropriate.

Commentary

- 46 Although most children are likely to achieve the goals expected for their age at the end of the reception year and achieve satisfactorily, some higher attaining children do not achieve as well as they are capable. A published scheme provides a sound framework for the development of early writing skills enabling most children to achieve satisfactorily with learning letter formation and initial letter sounds. Higher attainers are beginning to express themselves in the early stages of independent writing but there are not enough strategies to take learning forward by, for example, remedying weak pencil control or the reversal of letters, so they are not writing fluently for their age. The writing area in the classroom is popular and children enjoy the good opportunities to write for purposes of their own choice. Teaching in this area of learning is unsatisfactory overall however, because it tends to focus too much on explaining the mechanics of tasks rather than ensuring that skills and understanding build on what has gone before. Introductions to lessons are sometimes overlong and slowly paced, concentrating too little on

the contributions of children to develop their conversation and vocabulary or make links with other areas of learning.

- 47 The classroom organisation is currently being re-vamped but as yet it is insufficiently rich in printed language, lacking printed prompts and aides-memoires to help children write independently or to reinforce their vocabulary. Letters are displayed but they are not prominent enough to provide a reliable model for children to copy and teachers do not make enough use of them as a reference point.
- 48 Although teachers take care to plan tasks that are appealing and challenging to children, they are sometimes entirely inappropriate for the stage of development of the children. For example, children learning how to write a list were expected to collaborate in groups to decide how best to create a picture of a sea creature, using food items as the medium. The task was unsuitable and failed to develop a better understanding of how letter sounds build into words because insufficient emphasis was placed on this and there was insufficient attention to showing children how to form letters correctly. Furthermore, because only one child in each group at a time had the opportunity to write too many children were merely passive onlookers.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- Teaching is unsatisfactory
- Planning is thorough and precise but tasks are not always suitable for the needs of the children.
- Explanations are clear but the pace of teaching is sometimes too slow.
- The learning environment does not do enough to support mathematical learning.

Commentary

- 49 Most children are on course to reach the goals for their age but there are shortcomings in the teaching. Teachers' planning is thorough with clear objectives for learning that are shared with children but there is too little emphasis on promoting basic things like number recognition, simple computation and ordering numbers. In a lesson about number patterns the teacher gave clear demonstration and explained the idea of a repeating pattern well, using tiny coloured shells so that children quickly got the idea and realised how a sequence is formed. However, not all the ensuing activities related to the skills demonstrated well enough to make learning cohesive and to consolidate the new skills. Some activities such as a fishing game were successfully matched to the learning needs of the children, for example reinforcing the recognition of number. By contrast another group of children played a number matching game together but were unsupervised for too long so they lost interest and time for learning was not used productively. At times the pace of the teaching is too slow and children spend too long inactive waiting to be involved, as was seen when children took turns to come out and continue a pattern on the whiteboard with a felt tip pen. The learning environment is not fully effective because displays lack stimulation and a suitable range of prompts to help children learn.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- 50 No teaching was seen in this area so it was not possible to make an overall judgement of provision. However, classroom displays and curriculum planning show that children are introduced to a satisfactory range of topics and activities that help to broaden their experience of the world around them. For example, they make comparisons between seasonal changes in nature by studying trees at different times of the year. Children have designed and made model submarines to illustrate their work about the undersea world and have developed a good knowledge of things found under the sea such as coral and sea creatures. They use the

Internet to find pictures of sea creatures, although this activity is more suited to older pupils. In general the classroom environment lacks stimulating displays of work or objects for children to handle as a backdrop to the undersea topic to reinforce learning and to awaken their curiosity.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is a well-balanced curriculum.
- Resources are used imaginatively to promote learning.

Commentary

- 51 Children achieve satisfactorily in this area of learning and most are on course to reach the goals for their age at the end of reception. The teaching is satisfactory. Children make sound progress because there is a good blend of activities that promote physical development both inside and outside the classroom. Children enjoy a physical education lesson in the hall each week where they learn to use their bodies in a large and more controlled setting. They use soft play equipment regularly too to develop muscles and balance.
- 52 There are daily opportunities for children to play outside on the attractive range of fixed apparatus and the adequate supply of wheeled toys, to develop their muscles and balance. The outside environment is developing well as an extension of the classroom with a sound range of games and activities that are linked to what is being taught in class such as number sequencing, though there is scope to develop this further. Teachers are mindful of the need to provide a clear focus to activities, so children are encouraged, for instance, to steer their bikes in a circular pathway. Teachers devise challenging and imaginative activities that encourage children to work together and develop their social skills, as well as using their imagination, as was seen when children devised an obstacle course from a range of small apparatus and then had great fun negotiating it.
- 53 Inside there are plenty of well-planned opportunities for children to use small apparatus such as pencils and scissors to develop their manipulative skills. There are good links with other areas of learning as when children patiently threaded tiny coloured shells onto strings in a repeating sequence to reinforce their understanding of number patterns.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children are introduced to a sound range of experiences, materials and techniques.
- Resources are well used to promote learning.

Commentary

- 54 Teaching is satisfactory and most children reach the goals for their age by the end of reception. Children benefit from an appropriate range of activities that illustrates their topics. For example they make jewellery for the undersea treasure chest out of materials and paper of different textures, colours and shapes. They use collage techniques to make attractive fish pictures by cutting and sticking fabrics and coloured paper to create different effects. Children make the best gains in learning with adult guidance, as was seen when a group created fish

out of slabs of clay. With the teacher's sensitive guidance they used tools to create a range of textures to decorate their fish, concentrated well and acquired new skills. A satisfactory range of construction toys provides further opportunities for creative play and a few children persevere for relatively lengthy spells constructing imaginative models such as a road layout. The role-play area is inviting and provides good scope for creative play in an undersea setting that links well to the class topic. The best role-play benefits from adult support. When there is too little adult intervention to initiate discussion, or reinforce key words or focus to the play, children tend to engage in inappropriate boisterous play and learn little.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils in Years 2 and 6 attain standards that are above average; they achieve well.
- The quality of teaching and learning is good.
- The subject is led and managed very well.
- More consistent use could be made of opportunities to develop pupils' writing in other subjects, as well as in English.

Commentary

- 55 Standards in the current Years 2 and 6 are above average and pupils achieve well. In the National Curriculum tests in 2004, pupils in Years 2 and 6 achieved standards that were well above average. The proportions of pupils achieving above the expected levels in both Year 2 and Year 6 were particularly high. Although boys did better than girls in the Year 6 tests last year, there is no indication that this is a trend but rather that it was due to the composition of that particular year group. The school's data indicates that results are unlikely to be quite as good in 2005 but are still predicted to be above average, and this was confirmed by the evidence of the inspection.
- 56 In Year 2 pupils achieve well. Standards in reading and writing are above average, with a good proportion of pupils exceeding the level expected for their age and only a small minority not reaching it. The school has identified speaking and listening as a recent focus for development and as a result good opportunities are provided for pupils to develop these skills. Most lessons include a session of questioning, where pupils become confident and proficient in sharing their thoughts and ideas. The introduction of 'talk partners' gives good opportunities for pupils to discuss their work with a partner, as was observed when pupils were asked to identify connectives or adjectives to be used in a piece of writing. Pupils in Year 2 know how to use dictionaries and glossaries. Their handwriting is generally regular and legible, although there is sometimes room for improvement in the presentation of their written work. Most pupils are able to write in complete sentences and use capital letters and full stops accurately. They write in a range of styles, for instance writing an acrostic poem, instructions for making a sandwich or autobiographically as Florence Nightingale.
- 57 In Year 6 pupils speak confidently, for instance when discussing the books they like or putting questions to a teaching assistant acting out the role of an author. The school uses drama well to develop pupils' speaking skills, both in lessons and in the annual productions for different year groups. Pupils in Year 6 are very enthusiastic about their reading and enjoy the work of a wide range of authors. They also know how to locate information proficiently in the library and use reference books well. The more able pupils write extensively, with very good use of punctuation. All pupils write in a good range of styles, including shape poems and persuasive writing. Handwriting is good, with most pupils writing in a regular, joined-up style, though they do not always transfer these skills to their work in other subjects.

- 58 Teaching is good overall, leading to the good progress made by pupils. There are examples of very good teaching, particularly in one of the Year 5/6 classes, where pupils are challenged to think hard, for example about the characters in a story, and to a high level of speaking, as they justify their ideas. The teacher values pupils' ideas and this leads to a very good level of response from them. Throughout the school teachers plan lessons well and set tasks which are generally matched well to the abilities of the pupils in classes. In Years 5 and 6 pupils are taught in teaching groups from the same year group, which helps particularly in the preparation of pupils for the Year 6 National Curriculum tests. In a lesson observed during the inspection, pupils were prepared well for the writing test, as they revised their endings to a piece of narrative writing, working with a partner, and in the following lesson wrote a story within the time limits required by the test. Sight impaired pupils are included fully in lessons, with very good support from teaching assistants. When teaching is not as strong, it is because of some uncertainties in teachers' knowledge of aspects of language. Some use is made of ICT for pupils to present their work, or use an individual spelling program, but there is little evidence of it being used to help pupils draft their work.
- 59 The subject is led and managed very well. The subject co-ordinator has a very good understanding of the subject, and works very closely with the literacy governor to promote high standards. All teachers have been observed teaching and received constructive feedback following these observations. Results of tests are analysed carefully and individual targets are set for pupils. The school makes good use of visits from theatrical groups to promote an interest in drama. There has been good improvement since the last inspection. The standards achieved in Year 6 are now above average; teaching, satisfactory overall at the last inspection, is now good; and the monitoring of teaching and learning has improved.

Language and literacy across the curriculum

- 60 There are good opportunities for pupils to develop their skills in literacy in other subjects, such as history, where in Years 1 and 2, for example, they write from the point of view of someone caught up in the Fire of London. In a lesson in PSHCE in Years 3 and 4 the teacher used an opportunity well to reinforce the spelling rule illustrated in 'helpful' and 'helpfulness'. There is good use of technical vocabulary in physical education. However, other opportunities to reinforce pupils' literacy skills are sometimes missed. For instance, teachers do not always correct spellings and grammar in science or pay enough attention to the correct formation of letters. There is scope to provide more opportunities for pupils to write independently in history and geography, rather than completing worksheets.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection, and are above average at Year 6.
- Teaching and learning are good overall.
- The new subject leader is having a good impact upon achievement in Years 3 to 6.
- Pupils in Year 2 are not achieving as well as they should because teachers do not always expect enough of them.
- ICT is not used well enough in mathematics.
- Marking of work does not show the pupils clearly enough how to improve.

Commentary

- 61 Pupils achieve well in mathematics and standards are above average overall. This represents a good improvement since the last inspection, when standards at the end of Year 6 were below average. In the 2004 national tests for Year 2 pupils, the school results were well above

the national average, largely because of the high number of pupils attaining above the expected level. Current standards are average, but not quite as high as in previous years because of the differing make-up of the groups of pupils. Year 6 test results in 2004 improved significantly from those in 2003, to above the national average, because of the large group of higher achieving pupils in that particular cohort. Pupils in the current Year 6 are achieving very well, so that even though the proportion of higher attaining pupils is lower, standards are above average. This shows good progress overall from their average attainment on entry to the school.

- 62 This good achievement is mostly due to effective action taken to improve teaching and learning in mathematics since the last inspection. It is now good in Years 3 to 6, whereas it was satisfactory at the last inspection. In Years 1 and 2 the teaching is satisfactory. All teachers plan their lessons well, and teachers in Years 3 to 6 in particular have successfully adopted national planning models that require a brisk pace and probing questioning to ensure that pupils explain and justify their reasoning. "Not what you know, but how you show," is the Year 5/6 mantra! This is leading to a developing strength in problem solving as pupils learn to think out their mathematical solutions for themselves. Over-reliance upon a commercial scheme has been eradicated, and pupils record their work in a variety of ways during lessons, in contrast to limited evidence of working-out during the last inspection. However, the presentation of work is variable, especially in the Year 1 and 2 classes, and marking does not regularly show the pupils exactly how they can improve.
- 63 The co-ordinator uses the school's recently developed assessment and tracking systems well. An analysis of test result data has led to the introduction of a new system of target setting in the subject, in order to eradicate a general weakness in shape, space and measures. Because of this, teaching of these aspects is now more effective and older pupils are learning to evaluate their progress towards their personal targets. However, most teachers are not yet making the best use of targets in marking or lessons.
- 64 Test data is also used to select pupils for additional support or for re-grouping for lessons. This means that teachers can match the work to pupil needs more exactly. For instance, the teacher of a mixed class of lower attaining Year 3 and 4 pupils was able to revise the skills of constructing an accurate bar graph so that most of the pupils succeeded in working out a suitable scale and numbering the axes correctly. Sometimes, however, especially in Years 1 and 2, the activities are not so well matched so that lower attaining pupils struggle with the task, or the most able find it too easy. Teaching assistants contribute strongly to the achievement in lessons, because they are well briefed and skilful in supporting lower attaining pupils or those with sight impairment. Intervention programmes and booster classes are also making a difference to standards. During an excellent, action-packed Year 6 booster class, the teacher revised and consolidated mathematical operations very skilfully. At one stage, pupils who had difficulty with plotting co-ordinates succeeded in plotting a quadrilateral upon a quadrant grid within the space of a few minutes.
- 65 Leadership and management of the subject are good. The recently appointed co-ordinator has a firm grasp of what is happening in the subject in Years 3 to 6 and works hard to eradicate weaknesses. Plans for the future are well chosen: marking in mathematics is one example of an area identified for development. As yet, she has not been able to monitor teaching or to extend her influence fully across the school. During the inspection, very little use was made of the class computers to teach or practise mathematical skills. There is evidence in pupils' work of the use of ICT to produce graphs, but there were no opportunities in lessons for pupils to choose ICT as their preferred way to solve a problem.

Mathematics across the curriculum

- 66 Mathematics across the curriculum is satisfactory. It is used in science to plot the results of investigations, and in ICT pupils use computers to construct graphs and charts to record evidence that they have collected, such as from traffic surveys. However, there is room for more systematic planning for mathematical development in other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average.
- Pupils achieve well because of good teaching.
- There is a good emphasis on investigation and practical tasks.
- The presentation of work is too variable.

Commentary

- 67 Standards are above average at the end of Year 2 and Year 6, as they were at the last inspection. Pupils achieve well in relation to their average attainments when they first start school. The school has performed well in national tests in recent years, with Year 6 pupils attaining above average standards every year for the past three years, comparing favourably with similar schools. One of the reasons for this is the high proportion of pupils in Years 2 and 6 who attain the higher levels. The proportion of pupils reaching Levels 3 and 5 in last year's tests and assessment was well above average, representing very good achievement for the more able pupils. Pupils in the current Year 6 class are on course to continue the trend of above average standards in forthcoming national tests, with a substantial proportion expected to attain the higher levels.
- 68 Throughout the school the teaching is good. One of the reasons why pupils achieve so well and why so many of them are successful in attaining the higher levels in national tests is that most lessons are of a practical nature with a strong emphasis on investigation and the development of scientific skills. Pupils' good levels of background knowledge help them to think scientifically and to apply their knowledge when making predictions and observations. There are several distinct strengths in the teaching. Teachers have good subject knowledge and enthusiasm for science, which gives rise to clear explanations and questioning that probes pupils' understanding. Science lessons contribute well to speaking and listening as pupils are encouraged to use correct scientific terms in their oral and written responses. Tasks are challenging and well chosen to appeal to pupils of all levels of ability, with careful modification to enable those with special educational needs or higher attainers to be suitably catered for. The best lessons are well paced so that the interest of pupils is maintained and work is completed in the allotted time. Sometimes a sand timer is used to remind pupils how long is left to complete their tasks. By contrast, occasional lessons are too pedestrian in pace and time used less productively so that pupils do not learn as much in the lesson as they should.
- 69 Much of the investigative work is recorded in a range of imaginative formats in all year groups. Skills in literacy are used well to describe the outcomes of investigations or to record data and observations. Similarly, numeracy makes a good contribution to learning as when pupils in Year 3/4 were required to record their findings as they timed the descent of parachutes as they fell to the ground. Some of the activities lend themselves to ICT but there is very little evidence of pupils making the best use of their skills in ICT to record their scientific findings and this is an area that needs further development. The marking of pupils' work is variable throughout the school. The least effective marking in Years 1 and 2 is cursory and does little to take learning forward, untidy presentation is accepted and inaccuracies in spelling, grammar and letter formation go unchecked. On the other hand the best examples pose questions to deepen pupils' understanding and provide advice on how work can be improved.
- 70 The subject is well led and managed by a co-ordinator. There are secure systems for planning the curriculum, though new systems for assessing and moderating standards between classes are still at an early stage of development. The school provides an extensive programme of

revision and additional teaching to boost the performance of pupils in national tests, which impacts positively on the school's overall results. There is little direct observation of teaching and learning at present however, and this is an area for future development. At senior management level there is an increasing emphasis on the use of performance data but it is not yet used fully by individual staff to track the progress made by each pupil, to identify any areas of weakness and to set targets.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been good improvement in the subject since the last inspection.
- Standards have improved and are now in line with national expectations at Year 2 and Year 6.
- Teachers are confident with the subject and teach the skills well.
- The computer suite and associated resources are used effectively, and give good value for money.
- Leadership and management of the subject are very good.
- Assessment in the subject is insufficiently rigorous so that the progress of pupils is not tracked well enough.
- Teachers do not make enough use of ICT to support learning in other subjects.

Commentary

- 71 Standards are average across the school, representing good improvement since the last inspection, when they were below average and progress in acquiring computer skills was too slow. Observation of lessons, scrutiny of work saved on disk and discussion with a group of pupils from Year 6, confirm that almost all pupils reach the levels expected, and a good number attain beyond this. This is good achievement in the light of rising national expectations, and because the older classes have not had the full benefit of the improved resources throughout their time in the school.
- 72 Pupils achieve well. For instance, pupils in Years 1 and 2 competently applied their previously learned skills with the pencil, brush, flood, fill and spray tools within a graphics program to create and then improve upon a 'Creation' picture. Older pupils demonstrate good progression over the years so that by Year 5 and 6, they use an advanced graphics package and are able to analyse its comparative effectiveness very astutely. Similar evidence of good progression in skill acquisition is in multi-media work. Years 3 and 4 have learned to import photographs into a *PowerPoint* presentation about their survey of traffic, and by Years 5 and 6, pupils are skilled enough to prepare their own multi-media presentations, for example on volcanoes. The previous weakness in the control element has been eradicated. An emerging strength is the pupils' ability to review and evaluate their work, and to contrast its impact with other methods of working.
- 73 Leadership and management of the subject are very good. The co-ordinator has worked hard and sensitively with the headteacher and governors, a technical support assistant, the local education authority and the teachers in school to improve provision and to raise standards.
- 74 A number of key actions have been effective in raising standards. Schemes of work have been revised so that they support teachers with their planning and ensure that the curriculum for ICT is comprehensively covered. The installation, organisation and timetabling of the computer suite mean that all pupils now have sufficient access to computers to practise and consolidate skills.

- 75 The purchase of additional hardware such as laptops and digital cameras provides pupils with experience of a range of technology. Staff development in the subject has contributed to the teachers' expertise and classroom effectiveness is now good. There is good liaison with the staff of the sight impairment team so other teachers can share their advanced expertise and sight-impaired pupils receive their full entitlement.
- 76 As a result of these actions, teachers teach ICT skills well. They plan effectively, explain and demonstrate new skills confidently, and give enough time for the pupils to work independently to practise new techniques. The technical assistant gives good additional support. The teachers and support assistants of pupils with sight impairment are very skilled, both at their own level and in ensuring that their pupils work independently at an adapted machine. In the best lessons, work is well matched to the needs of the pupils, as when a group of the most competent Year 3 and 4 pupils worked on the school's five laptops to use a more advanced word-processing package. However, few lessons had such carefully differentiated work set, because assessment is not well developed.
- 77 The subject is well led and managed and this has resulted in the improvements and rising standards. Evaluation of the strengths and weaknesses of the subject by the co-ordinator has provided an accurate picture of what must be done next to raise standards further. In particular the school has no effective means of tracking the pupils' acquisition of skills and this is an area for future development. The co-ordinator has recognised this and plans to extend her pilot of the new 'Digital Expert Award' to other classes in order to gain a better measure of attainment and progress.

Information and communication technology across the curriculum

- 78 This is satisfactory overall but needs more work if pupils are to turn to ICT as their preferred way of tackling a task set in other subjects. As yet, teachers do not plan for enough situations in which pupils can use their skills in ICT in other subjects within a meaningful context. Opportunities for work with ICT in other subjects are noted in the programme of topics for ICT. These lie mainly in the use of the Internet for locating and extracting information for history or geography topics, and for word-processing pieces of narrative writing. There is scope to provide a wider range of more imaginative tasks that promote skills in ICT in other subjects.

HUMANITIES

Religious education and history were inspected in full. Work in geography was sampled.

- 79 The arrangements for geography ensure that pupils encounter all strands of the National Curriculum during their time in school. The organisation ensures that the focus for teaching alternates between history and geography each half term. Only one **geography** lesson in Year 1/2 was observed during the inspection. Pupils learned about different features of island life on the Isle of Struay through a story they were already familiar with, and constructed maps based on the details they had heard. The teaching was good because activities were well matched to pupils' abilities and there was plenty of discussion so that pupils reinforced and extended their understanding of the different occupations of the island dwellers. Displays of work and discussion with pupils from Year 6 show that they have a good understanding of some of the differences between their own lives and the life of a child in India.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well.

- Teaching and learning are good in Years 3 to 6.
- The subject is led and managed well.

Commentary

- 80 Because of the way the school plans its work, no history lessons were being taught to Years 1 and 2 during the inspection, and it is not possible to make a judgement on the quality of teaching in this phase. However, evidence of pupils' previous work shows that they achieve the standards expected for their age. They have written quite extensively about the Fire of London and Guy Fawkes, and also compared conditions at the seaside in 1900, 1950 and today.
- 81 Pupils in Year 6 have a good understanding of life in Britain since the 1930s. They have written about the Jarrow March, and talked to local residents who lived through the Second World War. In a very effective lesson in Year 5/6, pupils developed their enquiry skills well by looking at photographs from the 1960s and identifying questions they would like to ask.
- 82 Teaching and learning are good in Years 3 to 6. Teachers plan lessons very well together, so that classes have similar opportunities to learn. They use a good range of resources. During good lessons in Years 3/4, teachers used a video clip of a lesson in a modern Greek school and pictures of Ancient Greek pottery to help pupils make comparisons between schooling today and in Ancient Greece. Teachers involve pupils fully in their learning, which results in their having positive attitudes and showing great interest during lessons. There are some examples of good opportunities for pupils to develop their skills in writing, although sometimes the use of worksheets restricts the opportunities for pupils to write independently.
- 83 The subject co-ordinator has a good understanding of the needs of the subject. She provides good support to teachers, although she has not yet had the opportunity to observe other teachers teaching. The school makes good use of visiting theatre groups and visits to places of interest to enhance pupils' understanding of the subject. The subject contributes well to the social and cultural development of the pupils. There has been satisfactory improvement since the last inspection. Standards have been maintained, pupils' enquiry skills developed and teaching in Years 3 to 6 is now good.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- The school makes good use of visits to different places of worship.
- Teachers do not assess pupils' attainment against the expected levels in the agreed syllabus.

Commentary

- 84 The standards achieved by pupils in Years 2 and 6 meet the expectations of the local authority's agreed syllabus for religious education. Pupils learn about most of the major world faiths. Pupils in Year 2 understand the significance of some religious symbols, such as a crucifix in Christianity. They have visited a local church and know about some of its features. They also have an appreciation of some of the aspects of a Passover meal in the Jewish faith. In Years 3 and 4 pupils know stories from the Old Testament, such as that of Joseph, and also from the Hindu faith, such as the Ramayana. Pupils in Year 6 show a good recall of some of the practices of these faiths and the places of worship they have visited. They have extended their understanding of Christianity through a visit to Derby Cathedral. They have a good understanding of some of the practices of Sikhism and features of a gurdwara. They are also able to talk about Muslim practices and worship.
- 85 The quality of teaching and learning is good. As a result, pupils achieve well and make good progress in knowledge and understanding. In a lesson with Years 5 and 6 the teacher made good use of artefacts and photographs from a recent visit to India to bring alive to pupils some of the practices of Hinduism, at the same time making pupils aware of the other religions which are followed in that country. Pupils have not, however, lost sight of the presence of Hindu communities in Britain. Other lessons are also planned carefully, as for instance in Years 3 and 4, where pupils were enabled to investigate the character of Jesus through stories from the New Testament, or in Years 1 and 2 when pupils investigated the concept of creation both through a Hindu story and by engaging in a creative activity (making a collage) themselves. The school has recently adopted the local authority's new agreed syllabus, but teachers have not yet begun to apply the assessment levels incorporated in the syllabus, to check on the progress pupils are making. The co-ordinator is aware of this and plans are already in place to implement the new system.
- 86 The leadership and management of religious education are satisfactory. The co-ordinator has only recently taken over responsibility for the subject, and has not yet had an opportunity to monitor and evaluate provision. The school has a good range of resources and there are opportunities for pupils to visit places of worship of all the faiths studied except Judaism, where there is no contact yet with a local community. The school has made satisfactory improvement since the last inspection. Teaching has improved and standards have been maintained.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education was inspected in full; art and design, design and technology and music were all sampled.

- 87 Displays around the school show that the school has satisfactory arrangements for the teaching of **art and design**. The subject is appropriately emphasised in the curriculum and throughout the school pupils build up a repertoire of skills using a range of materials and techniques. In the one lesson seen, the teaching was good, providing an interesting and

challenging task where pupils learned to create a repeating pattern in a similar style to designs on wallpaper. The technique was well explained and linked well with pupils' work in rotational symmetry mathematics. The art club features as part of the extra-curricular programme, where pupils develop their skills in interesting projects such as creating the nicely executed appliqué work depicting places of worship that is currently on display. The planning for the subject follows national guidance and alternates with design and technology to ensure that both subjects are covered fully. In addition to the National Curriculum pupils benefit from the skills of visiting specialists, for example to work with pupils on creating imaginative willow sculptures in the school grounds. Through careful planning, art and design is used effectively to support pupils who are sight impaired. These pupils have good access to the art curriculum through their multi-sensory work with textured and tactile materials such as clay. There is currently no formal monitoring of the subject by the co-ordinator nor a portfolio of work to illustrate standards at each level and this is something the school could usefully develop.

- 88 No lessons were observed in **design and technology** during the inspection, and the subject co-ordinator was absent, so it was not possible to make an overall judgement on provision, nor any judgement on teaching and learning. However, from photographic evidence and displays in the classrooms it is clear that the subject is given due prominence in the curriculum and that pupils experience a suitable range of designing and making projects throughout the school year. Planning for the two-year whole-school cycle and for each term has been revised. As a result, there is a sharper focus upon skill development than at the time of the last inspection. However, there is no overall summary of the expected progression in skills, nor any assessment tools that would help teachers to track the progress of pupils as they move through the school. There is some evidence of a variation of achievement between different classes within a year group because of this.
- 89 A good feature of the work is the teachers' consistent approach to the design element of each task. For instance, pupils in Year 2 carefully labelled a design for their finger puppet, before selecting materials and beginning work. Equally, pupils invariably are required to evaluate the finished product. A good example of the teachers' attention to the overall process of designing and making is the Year 3 and 4 task of making a purse. The pupils experimented with a paper and tape prototype before beginning the design proper, with the result that the purses fastened properly, and were well finished, with a good eye for the appearance of the finished product.
- 90 **Music** plays an important part in the life of the school. All pupils benefit from the well-planned curriculum and range of additional activities that are on offer. Visiting teachers work with individuals and groups of pupils who are learning to play brass and stringed instruments. As a result of the specialist teaching these pupils make good progress in mastering their instruments. There is a good level of musical expertise on the staff, which is evident in the good teaching and enjoyment of the pupils. Singing lessons taken by the co-ordinator are preceded by warm-up exercises to improve breathing and diction and as a result the quality of singing in the school is good. All pupils have good opportunities to take part in regular performances. Pupils in Years 3/4 are currently rehearsing a musical show 'The Emperor and the Nightingale', which brings together three classes. The catchy songs are sung well, with musical accompaniments played by pupils confidently on a good range of tuned percussion instruments. Pupils' musical skills are enhanced further in the music club, during rehearsals in lunchtimes and in exciting 'one-off' events such as a recent drumming workshop. There is an extensive calendar of musical events throughout the year that provides good opportunities for pupils to take their performances out into the community. Pupils sing at a number of homes for senior citizens, at the annual concert of Derbyshire Association for the Blind, and join with choirs from other schools in a national competition.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Good leadership and management ensure that current schemes of work fully meet statutory requirements.
- Resources and accommodation are of good quality.
- The school offers a wide range of extra-curricular sporting activities to complement pupils' learning.

Commentary

- 91 Standards are in line with national expectation and pupils achieve satisfactorily overall. Year 2 pupils remember a movement sequence in dance and repeat it. The majority of pupils have developed good hand/eye co-ordination by the time they get to Years 3 and 4. In striking games many are able to keep a ball bouncing under control on the face of a racket for a long time. In gymnastics, Year 5 and 6 pupils handle apparatus well and position it carefully. Although they work hard to develop good quality movement not all of them have a clear understanding of asymmetrical shapes. Pupils are generally well behaved due to teachers having good control of activities. They enjoy their lessons, listening carefully to instructions, and this enables them to work in safety. They work equally well in pairs and small groups as they do individually and they are very supportive of pupils with special educational needs. These pupils make equally good progress.
- 92 Teaching is satisfactory overall. Teachers question pupils closely about their work to ensure they have understood. Warm-up activities are carried out prior to the start of any activity. Good teaching was observed in Year 3 /4 where activities were well structured and basic skills well taught. Planning is thorough but some teachers are reluctant to adapt it to the specific needs of the group they are teaching. Relationships between pupils and teachers are generally good which encourages pupils to respond appropriately and meet their challenges effectively. Resources and accommodation, both inside and outside, are very good and are well used to support pupils' physical development.
- 93 A knowledgeable co-ordinator ensures that a wide range of activities is on offer to pupils throughout their time in school. Schemes of work are clearly outlined and an up-to-date policy is in place. Although there are arrangements to assess and record pupils' progress there is no information available to pupils about the levels they can achieve and what they need to do to be able to achieve them. A wide range of very well organised extra-curricular activities, well supported by teachers, complements the programme of activities. Further opportunities for pupils to compete against other schools and enter competitions are good. The school successfully achieved Activemark in 2004 in recognition of its commitment to promoting the benefits of physical activity and school sport. Progress since the previous inspection has been satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils achieve a very good standard in PSHCE for their age.
- Teaching and learning are very good.

- The PSHCE programme makes a strong contribution to the very good behaviour and attitudes of the pupils.
- Leadership and management of this area are very good.
- Pupils develop a keen sense of how they can, and should, make themselves effective within the democratic procedures of the school community.
- The inclusion of pupils with sight impairment contributes strongly to all pupils' levels of care, concern and respect for each other.

Commentary

- 94 This subject has a strong position within the curriculum of the school, so pupils build up their skills steadily as they grow older. By the age of seven, pupils in Year 2 have made a good start in taking responsibility for their own social and moral behaviour. They devise their own classroom rules, and adhere to them well. They show enough self-confidence to make some contributions in the formal situation of the school council and are on the way to becoming motivated, confident learners. By Year 6, pupils' sense of social responsibility and moral understanding has developed very well. They know how to keep themselves healthy: for instance pupils themselves began the process of creating a salad bar in the lunchtime canteen. They accept responsibility and deal with it well. The 'peer mediators' apply their training in conflict resolution effectively, so that pupils say that they prefer to refer matters to them first, before seeking out an adult. All pupils show a high level of care and concern for each other. Even the youngest children always carefully close gates and doors. Consideration for the needs of the pupils with sight impairment is very good, for example when using the stairs and in lessons, and their place within the school contributes strongly to the social and moral health of the community.
- 95 For their age, pupils are very 'politically literate'. At a school council meeting during the inspection, they used the formal practices of a well-run meeting to make their grass-roots (class and year group) voices heard. Pupils ably took the chair and secretary roles, with unobtrusive support from the teacher and teaching assistant present. They demonstrated the rules of debate, speaking through the chair, agreeing, noting and voting upon proposals, using the correct terminology with confidence. At this meeting and at class council level, pupils showed a keen understanding of the importance of making an active contribution to the problems and practices of managing a democratic institution. Pupils clearly value having a say in the running of their school, and develop negotiation skills that turn their decisions into actions. Because the process starts at the grass-roots level of classroom debate, and because key issues are regularly returned for further debate, pupils learn *about* democracy *through* taking an active part.
- 96 This is largely because teaching of PSHCE is very good. The year-group teams plan for PSHCE as rigorously as other subjects, because it has a timetabled slot, as well as being taught through other subjects. Teachers have developed their skills over time, starting with what they already did well, that is, value and respect the pupils' views, and now formalise this through circle time. During the several circle times observed, teachers showed pupils how to respect the differences between people and the value of good relationships. The school's status as a Health Promoting School supports the health strand well, and teachers exploit links with the locality to teach about the local community.
- 97 The subject co-ordinator has been very successful in developing the subject. She recognises its potential for improving pupil achievement, through its influence upon pupils' attitudes and behaviour, and shares this with pupils and teachers. She builds up expertise by exploiting what colleagues already do well, and supports them effectively in extending their skills through training and good quality resource materials. She is an excellent role model, extending her influence with the community as a whole through the democratic processes of class and school councils, and her training events. The subject makes an excellent contribution to the pupils' social, moral and cultural development, and significantly strengthens their motivation and capacity to learn.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	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	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	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	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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