

INSPECTION REPORT

**ST JAMES' CHURCH OF ENGLAND AIDED JUNIOR
SCHOOL**

Derby

LEA area: City of Derby

Unique reference number: 112922

Headteacher: Mr I Bell

Lead inspector: Ms B Matusiak-Varley

Dates of inspection: 10th - 12th January 2005

Inspection number: 267793

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary aided
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
Number on roll:	242
School address:	Reginald Street Derby Derbyshire
Postcode:	DE23 8FQ
Telephone number:	(01332) 340 628
Fax number:	(01332) 36 5319
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Jennifer Radford
Date of previous inspection:	25 th January 1999

CHARACTERISTICS OF THE SCHOOL

St James' Church of England Aided Junior School is an average-sized junior school which faces many challenges. It is situated in the Rosehill area of Derby, which has unfavourable socio-economic factors and high unemployment. Attainment on entry is well below that expected of seven-year-olds nationally. The percentage of pupils eligible for free school meals is 52 per cent (well above the national average); 33 per cent of pupils (above average) have special educational needs and 2.1 per cent have statements of special educational needs. Many pupils have specific learning difficulties and social and emotional behavioural problems. The percentage of pupils supported by the ethnic minorities achievement grant is 79 per cent and 34 per cent are at the early stages of English language acquisition. This is well above the national average: there are 16 different languages spoken at the school; 60 per cent of the pupils are of Pakistani origin, the largest ethnic group, 11 per cent are white British and five per cent are of Bangladeshi origin. The school has a small percentage of pupils who are of African, Libyan, Iranian and Kurdish descent. At present there are no looked-after pupils, but the school has a regular influx of refugee pupils. The school's mobility levels are high at 22 per cent. The school has had one fixed-term exclusion. The school is involved in the Excellence in Cities Initiative through which a learning mentor is funded. The senior management team are also taking part in the Leadership Strategy in Primary Schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19938	B Matusiak-Varley	Lead inspector	History
11084	J Hughes	Lay inspector	
20832	M Galowalia	Team inspector	Provision for pupils with English as an additional language
10611	M James	Team inspector	Science Information and communication technology Physical education
11642	C Parkinson	Team inspector	English Geography Provision for pupils with special educational needs
22157	M Rousel	Team inspector	Mathematics Art and design Design and technology Music

The inspection contractor was:

Tribal PPI
1 - 4 Portland Square
Bristol
BS2 8RR

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 10
Standards achieved in subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10 - 16
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16 - 18
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	19 - 27
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St James' C of E Aided Junior School provides a satisfactory quality of education for its pupils. It is a vibrant and improving school, in spite of many challenges it faces. Standards are rising and, whilst they are below national average, pupils' achievements are satisfactory overall. The quality of teaching and learning is satisfactory, with many good and very good features. Leadership and management are good, as is governance. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in English (especially writing), mathematics, science and information and communication technology (ICT) are not high enough and higher attaining pupils could be challenged further.
- Standards in art and design are well above national averages and pupils' achievements are very good. The teaching of art and design is particularly good in the oldest classes.
- Pupils achieve well in reading throughout the school and above average attaining pupils achieve well in writing in Year 3/4.
- The leadership and management of the headteacher, deputy headteacher and governing body are good, as are the systems for self-evaluation.
- More use could be made of pupils' skills of literacy and ICT across the curriculum.
- There are weaknesses in the management of special educational needs.
- There are inconsistencies in the way assessment is used to plan the next steps of pupils' learning.
- Pupils have good attitudes to learning and behave well due to the good provision made for their spiritual, moral, social and cultural development; the work of the learning mentor is impacting positively on behaviour. Attendance levels are below those expected nationally.

Improvement since the last inspection of January 1999 has been good. Teaching has improved, with more examples of very good teaching seen. Provision for pupils with English as an additional language has improved. Standards in ICT are now below national expectations, rather than well below, and standards in spelling have improved. Assessment procedures have improved but there is still work to be done in using assessment data to challenge all groups of pupils. Provision for art and design has improved and standards are well above national averages.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievements are satisfactory, with examples of good achievement seen throughout the school, especially where teaching is good or better. Whilst standards are below national averages in English, mathematics, science and ICT at the end of Year 6, they are improving and pupils' achievements are satisfactory overall. By the end of Year 6, pupils attain average standards in reading; in art and design, standards are well above national expectations. In Year 3/4, higher attaining pupils achieve well in writing. Design and technology, geography, history, music and physical education were sampled subjects so no judgements on standards could be made, but, from the evidence seen, pupils' achievements are satisfactory. Overall, pupils with English as an additional language and those with special educational needs make satisfactory progress. However, when pupils with special educational needs are withdrawn from class, for support, their rates of progress are not as fast as they could be. Standards seen during the inspection are better than those attained in the national tests because low standards are largely attributable to high levels of pupils' mobility and unsatisfactory attendance brought about by extended holidays abroad. Pupils' personal qualities, including spiritual, moral, social and cultural development, are good. Pupils have good attitudes to learning and they behave well. Relationships are good. Provision for pupils' spiritual, moral, social and cultural development is good. In spite of the school's best efforts, attendance is unsatisfactory as too many extended holidays are taken in term time.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Pupils with English as an additional language and those with special educational needs make satisfactory progress. Teaching and learning are satisfactory, with very good features. Assessment procedures are satisfactory, but the use of assessment data to raise standards is very variable and is unsatisfactory overall. Teaching of pupils with special educational needs and English as an additional language is satisfactory overall. The curriculum is broad, balanced and well enriched with a good range of learning opportunities. Accommodation and resources are satisfactory. The care, welfare and health and safety of pupils are good, as is the partnership with parents and community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher is ably supported by the deputy headteacher and he has a clear educational direction for the school, ensuring that all pupils are equally valued and receive their full entitlement. The management of special educational needs has weaknesses and is unsatisfactory overall; the school is working hard to resolve this issue. Governance is good; all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils regard the school highly. Parents are very pleased with the school and support the staff and headteacher. They are pleased with the way in which the school celebrates cultural diversity. Pupils like their school and their teachers. They say that they are made to feel very comfortable because they know that staff want them to do well.

IMPROVEMENTS NEEDED

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

- Raise standards in all subjects but especially in English, mathematics, science and ICT.
- Improve pupils' satisfactory achievements to good by ensuring that assessment data is rigorously used to plan the next steps of learning and that higher attaining pupils are consistently challenged.
- Improve the management of provision for special educational needs.
- Ensure that more opportunities are identified in planning for pupils to develop their skills of literacy and numeracy in all subjects.
- Raise attendance levels.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN SUBJECTS

Pupils' achievements are satisfactory overall. Standards are below national averages in English, mathematics, science and ICT by end of Year 6, but there are plausible factors which contribute to low standards. Pupils' achievements are very good in art and design.

Main strengths and weaknesses

- Standards are well above national expectations for eleven-year-olds and pupils' achievements are very good in art and design.
- Higher attaining pupils in Years 3 and 4 achieve well in writing.
- Pupils' achievements in reading are good, and they attain national averages, but there are nevertheless weaknesses in their use of higher order reading skills.
- Standards in writing and speaking and listening, and problem solving in mathematics and science are not yet high enough and pupils' satisfactory achievement could be improved upon.
- Pupils' skills of literacy and numeracy are not sufficiently well used across the curriculum.
- Pupils with special educational needs make unsatisfactory progress when they are withdrawn from lessons for group work.

Commentary

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

Standards in:	School results	National results
English	25.1 (24.8)	26.9 (26.8)
mathematics	24.5 (25.2)	27.0 (26.8)
science	25.9 (27.1)	28.6 (28.6)

There were 66 pupils in the year group. Figures in brackets are for the previous year.

1. The school experiences many challenges in raising standards but faces them head on and is working very hard at ensuring equality of access for all of its pupils. The headteacher has only been in post just over two terms and has not yet had sufficient time to ensure that there is consistency of elements of good practice that is firmly embedded in all aspects of school life. The factors affecting the raising of standards are as follows:
 - There are high levels of mobility (20 per cent) within the school, especially in Year 6, and this naturally affects standards as the school's tracking records show that only one third of pupils in last year's Year 6 started their education at this school and the vast majority of these pupils attained average standards.
 - The percentage of pupils entitled to free school meals (52 per cent) is well above the national average and the school is situated in a very socioeconomically deprived area of Derby.

- The school's good tracking systems clearly identify the effect the unsatisfactory attendance of pupils who take extended holidays has on pupils' low attainment.
 - Many of the pupils (83 per cent) do not have English as their first language and their range of vocabulary and sentence construction is weak.
 - Nearly 33 per cent (above average) of pupils are on the special educational needs register, many of whom experience emotional and behavioural difficulties.
 - There are 16 different languages and dialects spoken throughout the school. Whilst this is not a barrier to learning, it takes pupils longer to retain what they have learnt.
 - Pupils' attainment on entry to the school is well below that expected nationally and it takes pupils a long time to internalise vocabulary and language structures. A large proportion of them have short-term memory spans and forget what they have learnt during the summer holidays.
 - A large percentage of pupils take lengthy holidays abroad and this has a negative effect on their learning.
2. The 2004 national test results show that, by the end of Year 6, in comparison with all and similar schools, standards in English, mathematics and science were well below the national average. Too few pupils attained the higher levels, but the percentage of pupils attaining average standards for eleven-year-olds was broadly in line with national averages. The school met its targets in English and mathematics. The trend in the school's National Curriculum points for all core subject was above the national trend. There were no significant differences identified between boys and girls. Inspection findings show a better picture than that identified by the national tests. For example, inspection findings show that standards are below average in English, mathematics science and ICT and pupils' achievements are satisfactory over time. Pupils who have special educational needs and those with English as an additional language achieve satisfactorily in relation to their prior attainment over time. In several very good lessons seen in mathematics and science in Years 4, 5, 6, in English in Year 3, art and design in Year 6 and in music in Year 5, pupils' achievements were very good. This indicates that the school has the potential to raise standards quickly and effectively but, before that can happen, a few things need to be put in place by the newly appointed headteacher:
- Best practice of teaching needs to be shared by all staff.
 - Assessment data needs to be more rigorously used in teachers' planning so that higher attaining pupils can be more effectively challenged.
 - The individual education plans of pupils with special educational needs are not sufficiently focused and, when pupils are withdrawn by the special educational needs co-ordinator, they do not make sufficient progress. Nevertheless, in class lessons, their achievements are satisfactory because support staff and class teachers know the nature of their difficulties and target their needs appropriately.
 - Opportunities for literacy and ICT are not sufficiently identified in teachers' planning and this restricts pupils' achievements, especially in writing and numeracy.
 - More use needs to be made of the expertise of staff who have a thorough grasp of how pupils with English as an additional language learn, as the use of partnership teaching is underdeveloped.
3. Pupils who are learning English as an additional language make satisfactory progress and achieve satisfactorily, as do pupils with special educational needs. However, pupils' individual education plans are not sufficiently well developed in withdrawal groups, and the outcomes of teaching and progress, against individual targets, are too

broad. This makes it more difficult for different professionals working with these pupils to make detailed, accurate reports which are easily understood by others, and leads to pupils missing learning opportunities, making slower progress and being taught less effectively than they should be. The school's analysis of the achievement of these pupils indicates that some groups under perform compared with the others. According to the discussions with the support co-ordinator, this is a year-specific issue, for example, one underperforming pupil who came with no English went back to his home country after eight months. Underperformance, compared with other pupils, is usually due to English being a barrier to the learning of pupils who join the school with no English or insufficient command of English language. The school rigorously analyses its data by ethnicity and depending on different cohorts, and any aspect of underachievement is quickly picked up. For example, no pupils of Libyan, Iranian and Kurdish background attained the higher levels in English, mathematics and science. The school targeted its resources immediately. The best performing ethnic group were African pupils, of whom 25 per cent attained the higher levels in English, mathematics and science. The school is providing satisfactory support to pupils where there are other reasons for underperformance. Several pupils heard reading English were fluent and accurate and enjoyed doing this.

4. Whilst no judgement can be made on overall standards in other subjects as insufficient lessons were seen, from the evidence obtained, pupils' achievements are satisfactory overall but higher attaining pupils could be more effectively challenged. Scrutiny of pupils' work shows that, for example, in history all groups of pupils cover the same work; this limits the rates of progress of pupils with special educational needs. Improvement since the last inspection has been satisfactory overall but has been good in mathematics, science and ICT, as pupils are covering all aspects of the curriculum for these subjects and the quality of teaching has improved. The school's involvement in the Excellence in Cities initiative, especially with the provision of a learning mentor, is helping to raise standards.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes and behaviour are good. Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is good. Attendance is below the national average.

Main strengths and weaknesses

- Children are happy at school.
- Nurturing relationships are at the heart of the school's work.
- Pupils become sensitive and useful members of the community and the work of the learning mentor is improving behaviour.
- Cultural diversity is welcomed and celebrated in the school.
- Attendance rates are too low but are improving owing to the hard work of the school aimed at raising levels of attendance.
- Occasionally pupils with special educational needs become bored in withdrawal groups and do not make fast enough progress.

Commentary

5. It is clear that pupils enjoy coming to school. They are well organised as they arrive in the morning and are quick to greet friends, staff and visitors. Many delight in showing their work and are keen to be involved in as many school activities as possible. They share in their peers' successes during celebration assemblies and really enjoy the

opportunity to sit at the 'top table', complete with tablecloth and flowers, which is a special reward for good behaviour from lunchtime staff.

6. This is an orderly school where high standards of behaviour are consistently encouraged by staff throughout the day. Adults lead by example; they treat everyone with respect and model consideration and sensitivity for others. Pupils follow their lead well. They are kind to one another and help out as much as possible. Lunchtimes are pleasant social occasions and the playground, although crowded, is generally good-natured. Pupils behave well during worship and in lessons; this allows teachers to move lessons along at a suitable rate. The work of the learning mentor is having a positive effect on developing pupils' behaviour. The attitudes and behaviour of pupils with special educational needs and those with English as an additional language are good. Pupils want to learn and try hard but, on occasions, when they are withdrawn from lessons for special educational needs support, they become bored because the work given is not always matched to their needs and interest levels. During the inspection, no inappropriate behaviour was seen. Some pupils did talk of being bullied, but on investigation, this proved to be over-exuberance rather than malicious intent. There has been one fixed-period exclusion in the past academic year.
7. Relationships throughout the school are very strong and flow directly from the headteacher, who nurtures a supportive ethos within the school. On countless occasions throughout the day, staff show care and concern for pupils who are sick, upset or confused about something that is happening in their lives.
8. Pupils' personal development is a high priority for the school and pupils make good gains in all areas of their spiritual, moral, social and cultural growth. Collective worship is suitably reverent and pupils sing in praise of God. At the same time, the huge diversity of religious beliefs within the school are all afforded equal respect. Creative and well-produced artwork embellishes school walls, along with images of local scenes and multicultural artefacts. Above all, pupils learn to grow as sensitive souls who are usually kind and respectful to others.
9. Adults in school ensure that pupils absorb strong social and moral codes by which to live. Pupils participate in a variety of extra-curricular activities, learn what it means to work in pairs and teams and undertake a huge number of trips around the locality. They see new sights and learn how to respond to challenges. For instance, the deputy headteacher runs 'peer mediation' sessions for pupils who participate in the playground friend's scheme. They give up lunchtimes to learn how to pass on negotiation skills to their peers and this helps to prevent upsets in the playground. Everyone benefits from this skill for lifelong learning. Pupils embrace responsibility – as part of the school council, the ECO project or as school monitors. They learn to be punctual and reliable and see at first hand what it means to be part of a democratic society. Staff work very hard at providing homework clubs to ensure that pupils are not disadvantaged from accessing the curriculum.
10. Pupils' cultural development benefits enormously from the interest shown by staff, not only in their own cultural heritage but in those of other cultures. Pupils have a good grasp of local traditions and visit many places of interest. Many displays around school show images of local buildings and British traditions dating back hundreds of years. At the same time, colourful classroom displays illustrate the differing facets of the various cultures that make up this school community. Foods, religions, clothes and traditions are all featured and equal respect is shown to all. The school has maintained the positive attitudes identified in the previous report.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.5
National data	5.1	National data	0.4

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

11. Attendance rates were still below the national average in the last academic year, although they are rising. So far this year, the school is set to meet the attendance target set by the local authority. Pupils enjoy coming to school, but some families persist in taking their children out of school during term time to go on extended visits abroad. As a result, some pupils miss significant periods of schooling and this disrupts their learning. The school reminds parents regularly of the problems attached to term time absence and the learning mentor is having a positive impact on attendance and punctuality concerns. She works closely with the headteacher, staff and outside agencies to bring about improvement and the school takes this issue very seriously. Rates of unauthorised absence are also higher than expected. Almost all pupils arrive at school on time and there is a prompt start to the day.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	27	1	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Pakistani	168	0	0
Asian or Asian British – Bangladeshi	12	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	6	0	0
Black or Black British – African	4	0	0
Black or Black British – any other Black background	1	0	0
No ethnic group recorded	6	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning are satisfactory, with good and very good features. Assessment and the curriculum offered are satisfactory overall and the school provides a good range of enrichment activities. Accommodation and resources are satisfactory. The school's provision for pupils' care, welfare, health and safety, support and guidance are good. The school has good links with parents, the community and other schools.

TEACHING AND LEARNING

The quality of teaching is variable, ranging from very good to unsatisfactory. It is satisfactory overall and teaching and learning are supported by satisfactory assessment procedures in English, mathematics and science and ICT, but in other subjects assessment is unsatisfactory.

Main strengths and weaknesses

- There are many examples of good and very good teaching throughout the school and, in these lessons, pupils learn well.
- The teaching of writing to the higher attaining group of pupils in Years 3 and 4 is very good. There are also strengths in the teaching of art and design in the oldest classes.
- Teachers manage behaviour well and support staff make a valid contribution to pupils' learning.
- The teaching of pupils in special educational needs withdrawal groups has weaknesses and this, on occasions, slows down their rates of progress.

- Teachers do not make sufficient use of assessment data in ensuring that higher attaining pupils are sufficiently challenged, especially in foundation subjects.
- Too few opportunities are planned for pupils to use their literacy, numeracy and ICT skills in other subjects.
- Support staff make a valid contribution to learning.
- Teachers engage their pupils well in learning and manage behaviour well.
- Occasionally pupils with English as an additional language are not accurately assessed.
- Plenary sessions could be improved.

Commentary

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	9 (25%)	17 (47%)	9 (25%)	1 (3%)	0 (0%)	0 (0%)

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

12. The quality of teaching and learning over time is satisfactory but during the week of the inspection a high percentage of good and very good teaching was seen. However, the impact of the good and very good teaching cannot be sustained due to the inconsistencies in the use of assessment to target the various groups of pupils, and there are times, especially in the teaching of foundation subjects, where higher attaining pupils are under-challenged and their rates of progress slow down. Furthermore, the teaching of pupils with special educational needs has weaknesses. When they are withdrawn from lessons the work that they receive is not sufficiently linked either to their individual education plans or to the learning objective followed by other pupils, nor is sufficient account taken of their comprehension difficulties. In an unsatisfactory lesson seen, pupils with special educational needs did not make sufficient gains in their learning as the learning objective was not clearly stated, pupils were not informed of the skills that were needed to tackle new learning, too few opportunities were provided for them to have “hands-on experience” and insufficient emphasis was placed on providing pupils with resources that would capture their interest. As a result, pupils were not aware of what was expected of them and they became increasingly frustrated when they were asked to provide answers. When pupils are working in class, they are effectively supported by support staff and their teachers, who know their needs well and provide adequate support. Overall, the teaching of pupils with special educational needs is satisfactory. Teaching is satisfactory overall in class because teachers and support staff know their pupils well and generally offer appropriate support, but unsatisfactory elements are linked to unclear individual education plans and weak delivery of information so pupils do not understand what they are taught. Information is not presented well visually and so pupils have fewer opportunities to learn.
13. The teaching of pupils with English as an additional language is satisfactory. Direct entry pupils receive well-targeted support and, in lessons, every effort is made to develop pupils’ basic vocabulary. Pupils with English as an additional language are fully integrated into all aspects of school life and they acquire new vocabulary quickly. The school has not yet fully explored the possibility of partnership teaching whereby teachers with expertise in teaching pupils with English as an additional language work alongside class teachers to help them acquire a range of methods to develop their

practice. The headteacher has already recognised this as an area for future development and plans are in place to develop this aspect of teaching and learning.

14. Pupils who are learning English as an additional language learn satisfactorily as a result of satisfactory teaching. Good teaching, where observed, was well planned and made effective use of paired talk, bilingual support and pupils' heritage language. These enhanced pupils' confidence as well as their understanding of the story, for example, of the feelings of the characters. In a Year 5 science lesson, these pupils made good progress in simultaneous learning of science and English with well-conducted discussion, lots of repetition, appropriate groupings of pupils and good use of resources. Effective use of a planning sheet also increased the pupils' understanding of how to plan an investigation, for example, of factors that affect evaporation. In another lesson, a newly arrived pupil made good progress because of matching of work to his needs. As a result, he made good gains in new vocabulary.
15. The teaching of writing to higher attaining pupils in Year 3/4 is very good. In these lessons, pupils make very good progress due to the teachers' very good use of assessment to inform pupils' learning. Coupled with high expectations, good use of time and very good explanations, the class teacher enabled these pupils to develop their learning at a very fast pace. By the end of the lesson, pupils were able to use connectives and a wide range of adjectives in their extended sentences and their written work demonstrated good use of target setting. However, this example of very good practice is not consistent throughout the school, especially in the teaching of foundation subjects where higher attaining pupils are not sufficiently challenged and their rates of progress slow down because assessment is not rigorous enough in identifying pupils' prior attainment, their strengths and areas for development in learning.
16. Teachers are professional, hard working, keen to improve their practice and have good relationships with their pupils. They mark their pupils' work regularly and give them clear priorities on how to improve their work. They have secure subject knowledge and ensure that they continuously check pupils' understanding, especially of pupils with English as an additional language, but they could still do a bit more in encouraging pupils to participate more in classroom discussions by modelling spoken answers. Teachers explain new subject-specific vocabulary clearly and ensure that pupils see links between the work they are doing. This enables pupils to sustain their concentration. Whilst teachers set clear learning objectives and clearly explain the key teaching points, not all lessons seen had a well-planned plenary which focused on identifying the areas pupils found easy or difficult in learning. Nevertheless, where the plenary was well focused, such as the very good teaching seen in mathematics in Year 6, the teacher encouraged all of her pupils to participate in the summing up of the lesson.
17. Teachers manage behaviour well; they have high expectations of their pupils and offer plenty of realistic praise and encouragement. They mark work regularly and offer pupils pointers for improvement; this results in pupils feeling confident and working well both independently and collaboratively.
18. Assessment procedures are satisfactory in English, mathematics and science. They are unsatisfactory in ICT and foundation subjects because they do not reflect sufficiently the progress that pupils make in acquiring subject-specific skills. Scrutiny of pupils' work shows that higher attaining pupils are not always sufficiently challenged in design and technology, geography and history as they undertake the same work as

average and below average attaining pupils. Over time, their rates of progress are unsatisfactory.

19. Pupils who are learning English as an additional language benefit from the school's use of national guidance on language assessment and from the staff's recent training in this area. Whilst the system is good, its application is unsatisfactory. For example, some pupils who are assessed to be Level 2 in July were later assessed as Level 1 in September. This is an area that still needs to be addressed and has been identified by the headteacher as a priority. Some other pupils assessed to be Level 1 were later assessed as Step 2. Due to inaccurate use of assessment, it is difficult for the school to evaluate the progress and take measures to improve the performance. The school's involvement in the Excellence in Cities initiative is having a positive effect on pupils' learning. The learning mentor is helping staff to further develop their behaviour management strategies and staff funded by the Ethnic Minorities Achievement Grant support pupils well in lessons.
20. Support staff make a valid contribution to learning; they offer good quality feedback to pupils and the bilingual support staff are very adept at explaining to pupils with English as an additional language the key concepts of the lesson. Improvement since the last inspection has been good and is attributable to the good monitoring of teaching and learning by the headteacher and senior management team, rigorous implementation of performance management and well-focused opportunities for staffs' continuous development.

THE CURRICULUM

The provision is satisfactory. Enrichment, provided through extra-curricular activities and school visits, is good. The overall quality of the accommodation and learning resources is satisfactory. The curriculum now fully meets statutory requirements, an improvement since the previous inspection.

Main strengths and weaknesses

- The overall provision made for art and design is good.
- The school currently makes inadequate provision for developing pupils' writing skills.
- Enrichment, produced through extra-curricular activities and educational visits, is good.
- There are good numbers of teaching assistants, and they complement teachers well in supporting pupils.
- Limited use is made of literacy and ICT to support work in other subjects.

Commentary

21. All subjects of the curriculum are now suitably planned, and all statutory requirements are met. Good improvements have been made since the last inspection in the provision for art and design, design and technology and ICT. The school currently makes particularly good provision for the development of art and design, and this has contributed to the high standards now being produced in that subject. The current development of pupils' writing skills, both within English and in other subjects, is less effective, as opportunities for writing are not yet consistently built into planning. Whilst overall provision for ICT is much improved, little use is presently being made of ICT to support work in other subjects. Some opportunities are provided, for example, in English and history, but the lack of classroom computers limits these chances. The

school is planning to develop and enrich its curriculum through its involvement with the Creative Partnership Project. This will allow pupils to benefit from participating in such activities as dance, drama and music. Overall, the school makes satisfactory provision for the equality of opportunity for pupils. Pupils are fully involved in all activities, but because teachers make limited use of assessment, pupils are not always provided with tasks that suit their particular needs.

22. There is a good match of support assistants to the number of pupils with special educational needs and this provides valuable support. The accommodation has poor acoustics in many areas, making it difficult for all pupils to hear clearly, weakening their concentration and making it difficult for teachers to hear what pupils say. The learning mentor provides effective support which helps pupils to feel included, ensures communication between different agencies and supports parents.
23. Recent training has raised teachers' awareness of the needs of the pupils who are learning English as an additional language. Paired talk is improving access, though in the lessons observed this initiative needed to be improved and embedded further. Due consideration is given to pupils' background, for example, comparing geographical features of England and Pakistan, and in history, learning why people migrate from one place to another. Pupils' home language is used effectively in accessing the curriculum, for example, by developing characters in a story. Urdu club promotes pupils' self-esteem as well as literacy.
24. The school provides a good range of extra-curricular and enrichment activities, including football, cricket, dance, recorders, art and design, homework and the popular eco-health club. This provision has improved very significantly since the last inspection, and it is much appreciated by pupils and parents alike. The school welcomes many visitors, including local faith leaders, police, fire-fighters, Derby County footballers, employees from the neighbouring Royal Crown Derby works and drama and music groups. A wide range of educational visits is arranged to places such as Ironbridge, Lea Green, Pickford House, Kingswood and local places of worship. The school also makes good use of the local area for various activities. These activities make a significant contribution to pupils' personal and social development, as well as enhancing their understanding and skills in different subjects. Provision for pupils' personal, social and health education is satisfactory. The use of Circle Time is having a positive effect on developing pupils' skills of emotional literacy. Pupils are appropriately prepared for their next stage of learning.
25. The school's accommodation, overall, is satisfactory, with some good additions such as the ICT suite. Classrooms are usually adequate in size, and some extra rooms are available for use by small groups. The hall is large and put to good use, and the library facilities are also regularly used by pupils. The outdoor facilities are more limited. However, they have recently been improved thanks to the hard work of the staff and the school council. The school does not have any grassed areas of its own, but it makes suitable use of the local arboretum whenever possible. The rooms in the school are clean and tidy, and displays of pupils' work enhance the working environment. The school has recently been decorated, but damage is being caused by a roof that is showing signs of its age by leaking into many parts of the building. Resources are satisfactory in number, are generally of good quality, are neatly and safely stored, and are readily available to staff, and pupils where appropriate. The resources for ICT are much improved overall, but the school is currently awaiting the installation of computers and interactive whiteboards in the classrooms. The school is

suitably staffed by a dedicated and well-informed group of teachers and a good number of support staff. They complement each other well in providing for their pupils.

26. The school has maintained the overall satisfactory provision but good improvement has been made in developing the art and design curriculum, resulting in above-average standards.

CARE, GUIDANCE AND SUPPORT

There is good provision for pupils' care, welfare, health and safety. Staff provide satisfactory support, advice and guidance. The school is good at involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- Staff create a safe and welcoming learning environment.
- Induction arrangements for all pupils are carefully planned.
- Adults nurture close relationships with pupils, particularly through the role of the learning mentor.
- Pupils play an active role in the daily life of the school.
- Some assessment data needs to be used more effectively so that pupils improve more rapidly.

Commentary

27. Parents, pupils and staff feel that this is an important area of strength within their school. All staff are caring and work hard to ensure that all pupils, including those with special educational needs, feel secure and happy in school. There are clear procedures to cover all aspects of health and safety and staff are familiar with child protection procedures. The headteacher is very conscientious in his duty of care. Risk assessments are carried out as required and are efficiently administered by the school secretary. Pupils learn about how to keep themselves safe through interesting curriculum studies, often linked to the Healthy Schools' Award. Representatives from outside agencies come in to talk to them at different times of the year.
28. The school makes certain that pupils settle quickly when they first join the school. A large number of children join this school part-way through the academic year. The headteacher is mindful of how difficult this is for them and makes good use of available technology to prepare an individualised 'Welcome Pack' in a child's home language, complete with photographs of their new class teacher and surroundings. Consequently, these pupils are quickly assimilated into the school and they waste no time in getting to work. Staff make effective use of outside agencies and in-school expertise to meet the needs of individual children. The learning mentor offers individually tailored support for pupils with a range of behavioural, attendance and achievement issues that have a detrimental effect on their self-esteem. She monitors their progress closely and provides some much-needed one-on-one support for these vulnerable children. Close relationships allow class teachers and teaching assistants to work well together. Lunchtime staff foster strong relationships with pupils, taking care of their needs in the playground and dining hall.
29. Induction arrangements are good. New arrivals and direct entry pupils receive a welcome handbook on arrival. Pupils' language is assessed within two weeks. If needed, pupils are given translators during the settling-in period. The teachers are

sensitive to the needs of these pupils and cultivate good relationships in the classroom.

30. Although staff monitor what pupils learn and can do, they do not always use the data they collect effectively enough to help pupils, including those with special educational needs, to make the best possible progress. Individual education plans are drawn up for pupils as appropriate but sometimes the targets are too broad and it is difficult to identify what the next small step should be.
31. The formal School Council offers pupils regular opportunities to contribute to the life of the school. They really enjoy this involvement and take their duties very seriously. Pupils are able to offer regular feedback to staff about aspects of school they would like to improve. Recently, they have chosen new drinks at lunchtime and a healthy fruit option as some of the innovations in the school day. Pupils are happy to join in discussions because they know staff really value their opinions and take on board what they are saying. Pupils feel they have an adult to turn to when they are worried about something in school or at home. The school has maintained its good levels of support and guidance.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school establishes good links with parents, other schools and the community.

Main strengths and weaknesses

- Relations between parents and the school are strong.
- Well-established links with other schools, particularly the infants schools, are beneficial to pupils and staff.
- The school represents a place of safety in the local community, centred around mutual respect for all.
- End-of-year written reports on children's individual progress lack sufficient evaluative detail to be useful for parents.

Commentary

32. Parents are happy with the school and appreciate the work of the staff. They are particularly happy with the way the school helps children to settle in, the quality of teaching and the range of activities on offer. They also feel that staff are approachable and accessible. There are bilingual staff on hand at all times and, coupled with the translations of many key documents and information sheets, this enables all parents to keep up to date with what is happening in school. Multilingual posters are displayed around the school as staff help pupils to feel their school is a welcoming and comfortable learning environment. Regular parents' meetings enable staff to flag up any concerns to parents and, in turn, parents can seek help from staff if they have worries about their children. However, comments in the written annual progress reports for parents are either too brief or too bland to be very helpful in indicating to parents what their children can do and what they need to tackle next in order to improve.
33. The headteacher and staff show a strong desire to involve parents more in the daily life of the school, yet many parents remain hesitant about coming in to help. Some successes are evident. For example, one parent helper moved on to become a teaching assistant and is now the school's valued learning mentor. A newly formed

'Share' group is enticing more family members into school, to join in and learn themselves. Parents support events held in school, such as the colourful bazaar which offers a multitude of cultural diversity and attractions.

34. Links with parents of children with English as an additional language and special educational needs are good. Bilingual assistants play an important role in this area as they share the home language of the vast majority of the parents. Parents are also well supported through home visits, translations and interpretation of information and celebrations of festivals such as Eid.
35. The school takes advantage of its geographical position to arrange many educational visits throughout the local community. These are well received by pupils, parents and the community as pupils enjoy the new experiences and the community sees how well behaved they are. Significant links flourish with a neighbouring, world-famous, pottery. Employees are given time to come into school each week and they undertake all manner of projects with the children – swimming, reading and ICT, for example. These regular visits forge close links between the community and the school and support pupils' personal development and academic progress. Mutually beneficial links are also nurtured with local religious bodies. The headteacher tries to accommodate the needs of community leaders while also ensuring the well-being of his pupils.
36. Effective liaison with the local infant schools cements strong curricular and pastoral partnerships and these support pupils' learning. Carefully planned induction arrangements enable pupils to transfer from Year 2 with minimal anxieties as they are already familiar with staff and their new school environment. Close links are also forged through the Primary Leadership Programme to which the three schools belong. A core aim is to improve pupils' speaking and listening skills and the partners work together to set improvement targets. The school also welcomes students from secondary schools and further education colleges to work with pupils. The local university invites pupils to enjoy science and technology days. Links with local secondary schools are in their infancy although the school welcomes any opportunity to improve these. The school has maintained its good links with parents identified in the previous report.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher is ably supported by the deputy headteacher and he has a clear educational direction for the school, ensuring that all pupils are equally valued. The leadership and management of key staff are satisfactory. The management of special educational needs has weaknesses and is unsatisfactory overall; the school is working hard to resolve this issue. Governance is good; all statutory requirements are met.

Main strengths and weaknesses

- The governors' contribution to the school is good and their help to shape the vision and direction of the school is very good.
- The headteacher and deputy headteacher have a clear vision, high aspirations for the school and lead staff effectively.
- Strategic planning is good and reflects the school's ambitions and goals.
- Staffing is very well managed.
- The management of special educational needs is unsatisfactory.

- Governors challenge and support the senior management team well and have a good grasp of the school's strengths and weaknesses. They are very well led and managed by a highly knowledgeable Chair of Governors.
- Financial management and day-to-day management are very good.

Commentary

37. A contributory factor to the school's success is the strong and effective leadership and management. The headteacher and governors work together closely to share and form priorities for the school's development. Governors have a very good idea of the school's strengths and weaknesses and how to address its needs. They play an integral part in school life and the Chair of Governors is very knowledgeable about all aspects of school life. Governors make a very good contribution to the high quality of the school's financial and staffing management, which are integrally linked to raising attainment. The governors have been effectively involved in the school's evaluation process and this underlines and extends their knowledge of the school. Governors' skills, competence and commitment are well matched to the needs of the school.
38. The governors ensure that the school fulfils statutory duties and promotes inclusive policies in relation to race, disability and sex. Their response to the previous inspection has been good. They challenge the headteacher strongly but are equally supportive. They have clear targets for the headteacher's performance management and these are in place, as is the headteacher's implementation of performance management of staff.
39. The headteacher has a clear vision and sense of purpose and high aspirations for the school. During his first year in his post, he has made good progress towards his goals. This progress is underpinned by an astute understanding of strengths and weaknesses in the school, very effective working relationships with governors and a refusal to be deflected from his task of raising standards. The school's development plans confirm the purposefulness of leadership. His deputy who works endlessly ably supports him.
40. The school development plan is a well constructed document and takes account of the achievement of different groups of pupils, focuses on educational priorities well and is constructed with staff and governors. Staff training and resources are well linked to developing the school's priorities to raise standards and managers have a good grasp of how different elements of the plan are progressing.
41. Senior managers provide good role models for other staff and pupils through their own behaviour, manners, hard work and commitment to the life of the school. They are committed to running an inclusive school where each child matters. Pupils respect and admire the headteacher and his staff. The leadership for pupils with special educational needs is satisfactory but there are weaknesses in the management of special educational needs by the special educational needs co-ordinator. This is due to the lack of clear communication strategies between staff and the co-ordinator. Where pupils' individual education plans targets are not sufficiently well developed in withdrawal groups, the outcomes of teaching and progress against individual targets are too broad. This makes it more difficult for different professionals working with these pupils to make detailed, accurate reports which are easily understood by others, and leads to pupils missing learning opportunities, making slower progress and being taught less effectively than they should be. The leadership of the curriculum is satisfactory overall. Curriculum leaders' knowledge of best practice in their subject is underdeveloped but they are already receiving professional development appropriate

to their needs regularly. The curriculum and teaching are well monitored by the senior management and teamwork is improving to raise standards in school. Senior staff have recognised that more formalised opportunities are needed in planning pupils' literacy, numeracy and ICT skills across the curriculum.

42. Leadership and management of the provision for pupils with English as an additional language and management are satisfactory. The headteacher has a clear vision of what needs to be done. This is improving further as realities of funding become clearer. Currently, the Ethnic Minority Achievement Grant funds three teachers and two bilingual assistants. Two of the teachers are part-time but are equivalent to one full-time teacher. Almost all of the pupils in the school are bilingual and it has deployed the Ethnic Minority Achievement Grant-funded teachers to reduce class sizes. The school is providing some training to help all the teachers in meeting the needs of the bilingual pupils more effectively and already the new headteacher has put plans in place to ensure that staff are fully trained in teaching methods for pupils with English as an additional language. The school has not yet benefited from the Partnership Teaching Programme, which provides direct support to the needy pupils as well as providing in-house continuing professional development in best practice by working alongside the classroom teachers for varying lengths of time as appropriate.
43. The headteacher's management is good, with very good management of staffing and financial arrangements. The school has concentrated on evaluating its core subjects using well a sophisticated and effective tracking system to identify progress and trends of different groups of pupils entering and leaving the school at different times. This, combined with the school's performance management, ensures that staff are held accountable for the school's improvement and that the school's self-evaluation in the area of standards in core subjects is secure. Performance data is used well to improve aspects of the school and is well managed.
44. Performance management of staff was re-implemented with the arrival of the new headteacher and is being used effectively, supported by other management systems. The headteacher has included all staff in performance management and appraisal and, after a year in post, has a clear view of which tasks should be allocated to which people. Monitoring and appraisal are rigorous, arrangements are coherent and performance management is benefiting the school by providing a clear focus for improvement for all staff. The school is highly committed to staff development and this is helping to create an enthusiastic staff. The headteacher's management of staff is very good. The deployment of support staff is very good and arrangements for free time for staff and additional training for support staff to take additional responsibility are already in place and effective. The headteacher carries out his duties clearly with a minimum of fuss.
45. The school provides satisfactory value for money, despite good leadership, because of the low standards of pupils' work and because of some weaknesses in teaching and management of special educational needs. Standards are improving and the headteacher's good leadership and management are improving the standard of teaching rapidly.
46. Improvement since the last inspection has been good. The headteacher is providing a clear educational direction for the school and, as a result, standards are rising.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	555,267
Total expenditure	575,988
Expenditure per pupil	2,380

Balances (£)	
Balance from previous year	80,924
Balance carried forward to the next year	60,203

The 9.5 per cent under spend has already been allocated to improving ICT resources.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are below average overall but are rising.
- In reading, pupils' decoding skills are average and this constitutes good achievement but higher-order speaking and listening skills and comprehension are below average.
- Spelling and presentation are good.
- Pupils' writing is below average.
- The curriculum makes too few opportunities for sustained listening, supported by the writing.
- Pupils' behaviour and attitudes are good.
- Conditions for listening in the school are unsatisfactory, especially in downstairs classrooms.

Commentary

47. According to national test results, standards in the national tests have been well below average when compared with all schools since 2002. The school's self-evaluation indicates that reading has improved in the previous year by achieving five per cent more pupils attaining Level 4. While reading improved at Level 5, writing results fell by four per cent. Standards are not high enough in reading or writing at Level 4 or Level 5 as identified by national tests. Too few pupils are attaining the higher levels but pupils of African origin are attaining more Level 5s than other ethnic groups in the 2004 National Tests; there are no marked gender differences. However, this is not consistent over time and varies annually.
48. Pupils enter school in Year 3 with well below average attainment in all aspects of English. Many pupils leave and enter the school between Year 3 and Year 6 and many take prolonged holidays. On average, pupils who stay at the same school from entry in Year 3 and leave at the end of Year 6 and attend regularly attain the highest standards. The great majority (82 per cent) of pupils speak English as an additional language and 16 different languages are spoken in the school. The great majority of pupils have below average understanding and use of grammar of spoken English and the range of their vocabulary is well below average. Pupils' difficulties in their understanding and use of spoken English, combined with the high level of mobility and absence from school, drag down standards. All groups of pupils' achievement in all aspects of English are satisfactory but in reading achievement is good. Standards in speaking and listening are below average but pupils' achievements are satisfactory.
49. Many pupils throughout the school have difficulties with speaking English, understanding vocabulary and more complex language structures. Pupils' use of English language in a conversational setting, when answering or asking simple questions, is clear and often appears adequate until more complex information or explanation is requested. The limitations of understanding, use of vocabulary and

knowledge of more complex structures then becomes obvious. For example, pupils do not understand the meaning of words such as “trough” or “windcheater”. Pupils find it very difficult to understand the meaning of simple text and have to work hard to interpret it. In Year 3, pupils in all ability groups are being taught language or are working at comprehension of constructions and vocabulary normally acquired by much younger pupils.

50. In reading, pupils acquire decoding skills well, at least in line with national averages, and can often read fluently without understanding the vocabulary. Pupils’ increasing understanding of grammar helps them to deduce possible meanings and relationships between words and they use dictionaries effectively to improve their knowledge.
51. Pupils’ writing is below average. They enter school with poor handwriting skills but make satisfactory progress in joining writing and forming letters properly. Their extended writing is limited in structure and content by the time they are in Year 6 and this reflects their difficulties with speaking and listening. Pupils enter the school with well below average writing skills and make at least satisfactory progress as they go through the school. They tend to write too little and sometimes do not to finish their work. Spelling and presentation are good.
52. Teaching is satisfactory, with some good features. Lessons are very carefully planned, after thorough assessment, and there is some good marking which helps pupils to improve their work. Teaching, however, does not make sufficient use of visual resources which are needed to help pupils with English as an additional language learn. Teaching styles are not always varied or lively enough, although pupils are attentive and well behaved because of the respect they have for their teachers and hard work. The headteacher is already planning for in-service training for staff to further their knowledge of different learning styles. Audio tapes are underused and pupils do not hear new vocabulary often enough for it to become part of their thinking. Plenary sessions are often omitted from lessons and so pupils miss the opportunity to share, explain and explore what they have learned and to question each other. Occasionally, too little time is allowed for writing and the purpose and time limits for the lesson are unclear. Occasionally, the few pupils with fluent English do not make enough progress in lessons when the greater part of the time is spent on comprehension tasks for the majority. During guided reading, not all groups of pupils have tasks set for them to help them to improve their reading skills independently. The school is fully aware of these weaknesses and the monitoring of teaching and learning is very rigorous. Teachers do, nevertheless, give clear explanations and encourage pupils to do well. Support staff make a valid contribution to learning and pupils are eager to share their misconceptions of learning with them. The strengths in teaching far outweigh the weaknesses. Above all, teachers are keen to improve and to share their knowledge with each other. Pupils work well and learn most when they are taught in small groups according to their needs. Even so, there is a wide range of abilities and needs and all teachers have a very difficult task to meet the requirements of these pupils of different levels of ability, attainment and experience.
53. The lack of interactive whiteboards has made teachers’ work more difficult. Listening conditions are poor in some classrooms because of bad acoustics. This is especially important for pupils who have English as an additional language or who have special educational needs, or both, and it slows down progress.
54. Teachers have good relationships with pupils and there is an atmosphere of mutual trust and respect in lessons. As a result, pupils have good attitudes to learning. Pupils

want to learn and teachers' thorough planning, assessment and perseverance in difficult circumstances ensure pupils make satisfactory progress. Teachers' arrangements for homework are satisfactory but despite the school's efforts, little is done at home because many pupils come from homes where there is little knowledge of English and because pupils have other commitments after school. As a result, the school has set up a homework club for pupils.

55. The curriculum is soundly planned and pupils have a satisfactory range of opportunities. The library has been extended and improved since the previous inspection and is well used.
56. Leadership and management are good. The deputy headteacher has a firm grip on standards and analyses test results well. Although standards are below average, they are improving and the school's improvement trend has been above that of schools nationally. The co-ordinator has a difficult task because of pupils' well below average standards in all aspects of English when they come into school and because of the extent of pupils' leaving and joining the school and time missed throughout prolonged holidays. Systems have been implemented thoroughly and carefully throughout the school over time. Assessments are satisfactory, but not all teachers are fully aware of how to use assessment to plan the next steps of learning. The co-ordinator has applied successfully for grants, which, for example, are used to set up the new library, to the great benefit of the school. The assessment systems and their use are effective and consistent and form a good base for lesson planning and delivery. Whiteboards and additional technology are on order to support teaching. Links with teaching of English as an additional language are strong and continue to be developed. The need for improved acoustics has not yet been addressed effectively.
57. Improvement since the last inspection is satisfactory and gaining in momentum.

Language and literacy across the curriculum

58. The school is working very hard at promoting the use of language across the curriculum but there are inconsistencies in practice, especially in developing writing in other subjects. Overall, the use of literacy across the curriculum is unsatisfactory, although several examples of good opportunities to develop pupils' skills of speaking and listening were seen in mathematics, science and art and design.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Aspects of teaching, such as good explanations offered by teachers, are beginning to impact on standards.
- Pupils' attitudes to their learning are good.
- Setting on prior attainment is making a significant contribution to raising standards.
- The good work of the teaching assistants and support staff is enabling pupils to really understand mathematical concepts.
- The gifted and talented mathematics club for Year 5 pupils is having a positive effect on standards.
- There is still a weakness in investigative mathematics.
- Higher attaining pupils are not always making sufficient progress in problem solving.

- The frequent withdrawal of pupils from lessons depresses consistency of progress in ongoing class work.

Commentary

59. National test results for 2004 show that standards are well below average by the age of eleven. However, inspection shows that standards are below average and improving. The discrepancy is due to high mobility, with many higher attaining pupils leaving the school. Achievement overall is satisfactory. However, currently, the higher attaining pupils are not achieving enough higher levels as identified by inspection findings and test scores. Teachers are aware of this weakness and are focusing on raising standards through setting by prior attainment, combined with targeted teaching and challenge of higher attaining pupils to achieve higher levels of attainment. Support staff and teaching assistants make every effort to ensure that pupils receive appropriate explanations of key mathematical concepts. There are no differences in attainment by gender.
60. The planning for teaching is satisfactory and has improved well since the previous inspection. From the good analysis of test results undertaken by the deputy headteacher and co-ordinator, the need to raise the attainment was identified and is now a priority area for development in the school improvement plan. However, there is a weakness in investigative mathematics and few examples of using and applying mathematics were seen in the scrutiny of pupils' books. Pupils experience difficulty in explaining their reasons as to why they choose certain mathematical methods to work out their problems. Whilst pupils are competent at working out calculations, they struggle with explaining their reasoning and problem solving. This has been recognised by the school and the subject co-ordinator's action plan for the autumn term 2004 highlights arranging staff meetings and a whole-school mathematics investigation. For example, the mathematical investigation has recently taken place with the focus on 'lots of hats' where children were challenged to see how many different ways they could combine three different coloured pom-poms on clown hats. A display in the school hall demonstrated the various ways pupils from each year solved the problem. In a good lesson in a Year 5 class, the children were engaged on solving simple word problems. As a result of the well planned lesson and a high quality input by the teacher, who inspired and challenged the higher attaining set through starting points to solve the problem, all pupils succeeded in the set task and made good progress. However, there is an inconsistency across the school in engaging pupils in problem-solving investigations and sharing of good practice. The headteacher has not yet had sufficient time to share elements of best practice with all staff. The Year 5 class example would go a long way to raising the confidence of teachers to engage in investigative mathematics on a more regular basis. There is a Gifted and Talented mathematics club that has twelve Year 5 pupils attending, but will be open soon to two other pupils from a different age range. This is helping raise standards considerably. However, the constant withdrawal of pupils from lessons for special educational needs support disrupts learning. The school is aware that more in-class support is needed.
61. The quality of teaching is satisfactory overall. However, teaching in the upper juniors is consistently good or very good and, although there were some examples of good or very good teaching in the lower juniors, some lessons were just satisfactory, mainly due to pace and timing of lessons where pupils spent too long sitting on carpets and started to become restless or where time was wasted in getting pupils settled, and interest and enthusiasm waned. However, this is not common and pupils thoroughly enjoy their lessons, have good attitudes to their learning and generally behave very

well. Pupils are very keen to talk about their work and are enthused by the lessons where they are challenged and where the teacher makes the learning interesting. Teachers have secure subject knowledge but do not use ICT sufficiently well to help pupils present their findings in a variety of ways.

62. Leadership and management are satisfactory overall. The subject co-ordinator has undertaken some class observations in Years 5 and 6 and recently monitored pupils' books. Assessment procedures are satisfactory overall but the use of assessment data is inconsistent. Analysis of test results is undertaken and staff have set pupils predicted level targets for the end of the academic year. Resources are satisfactory. There has been good improvement since the last inspection as planning fully meets national guidance.

Mathematics across the curriculum

63. The use of mathematics across the curriculum is satisfactory, but needs to be spread further through all foundation subjects. It is better in science and ICT.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are below average at the end of Year 6. However, based on their prior attainment, pupils' achievement is satisfactory.
- Standards have improved since the time of the previous inspection, as well as since the national tests in 2004.
- Many pupils have limited English language skills and, as a result, they often have difficulties in clearly understanding and answering questions.
- The overall quality of teaching and learning is satisfactory, with many good features and teachers now making better use of practical activities.
- Teachers make limited use of assessment to provide pupils with work that is suited to their varying needs.
- Pupils show good attitudes towards the subject.
- The subject co-ordinator has contributed well to the improvements now evident.

Commentary

64. National test results in 2004 show that standards are well below average at the end of Year 6. The percentage of pupils attaining the higher levels was well below the national average. There were no differences in achievement by gender but the Bangladeshi and African pupils did marginally better than the British, Pakistani, Libyan, Iranian and Kurdish pupils. Inspection findings show that, at Year 6, standards this year are below average. Pupils carry out a good range of experiments, using suitable equipment, making observations and recording their findings. Many readily explain various life processes of humans, as well as discussing, for example, the importance and function of the heart, and most show reasonable understanding of the food chain. Pupils name a range of materials and identify some of their uses. However, many have difficulty in relation to the concepts of evaporation, condensation and melting. Pupils understand the idea of forces, but some cannot always identify the directions of different forces. Most produce suitable diagrams to explain the formation of shadows. However, throughout the school, whilst many pupils successfully explain

their work using the correct scientific terminology, a significant number find this difficult, and this is having an important overall effect on standards.

65. The quality of teaching and learning is satisfactory, with many good features. Lessons are suitably planned, with teachers throughout the school now making good provision for practical activities. This is an improvement since the previous inspection. The teachers are also particularly careful to use, and emphasise, the appropriate scientific terminology, which they are aware is a weaker aspect of some pupils' learning. Planning, however, often makes limited allowance for the provision of work for the needs of different pupils. Although assessment procedures are satisfactory, information is inadequately used, so that pupils are usually presented with the same activities. These tasks then often lack enough challenge for the higher attaining pupils. The teachers have good subject knowledge and provide clear instructions and helpful demonstrations of the work that is to be undertaken. Teachers and teaching assistants provide considerable support to all pupils in turn, and this helps them all, including those with special needs and those with English as an additional language, to make good progress. The use of ICT is satisfactory; too few opportunities are provided for pupils to present their findings in a variety of ways but a good attempt has been made at using graphs and word-processing.
66. Pupils show great interest in the subject, displaying good attitudes and enjoying the practical work in particular. Most work hard, concentrate well and are keen to find answers to the problems set, even when they find the language difficult. The pupils' behaviour is good; they work well with other pupils in carrying out activities, they are aware of safety procedures and most now produce their work carefully and tidily. The teachers mark pupils' work regularly and often add comments of support and advice, and the pupils are helped to understand how to develop their work further.
67. The subject co-ordinator is keen and well informed, and gives sound leadership. Overall, leadership and management are satisfactory. She has successfully started to address the issue of lower standards through supporting her colleagues, encouraging the use of scientific language and demonstrating the use of practical activities. She has also had some opportunity to observe work in other classes, and has provided help and advice when requested. She, together with her colleagues, has also put in place initiatives to help improve the performance of girls, and inspection evidence suggests that these initiatives are being effective. The co-ordinator is fully aware of the standards being achieved in the school. She is also aware that, to improve standards further, teachers need to ensure that they regularly provide pupils with work that suits their differing needs. She also knows that there is a need for teachers to make more use of ICT to support work in the subject, once suitable classroom facilities are available.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards by Year 6 are below the expected level but, based on their prior attainment, pupils' achievements are satisfactory. Overall provision has improved very significantly since the previous inspection and, in particular, statutory requirements are now met.
- Teaching is now satisfactory and teachers show far more confidence in teaching the subject.

- Limited use is currently made of ICT in other subjects and assessments are unsatisfactory.
- Pupils show good attitudes towards the subject and they are most keen to use computers.
- The subject co-ordinator is keen and enthusiastic and, together with the current deputy headteacher, she has contributed much to the improved standards.

Commentary

68. Through the school, pupils tackle all appropriate aspects of work and all statutory requirements are now met. This is a marked improvement since the previous inspection. Pupils generally show satisfactory skills in word-processing. Younger pupils produce text where they show the ability to introduce capital letters and full stops and to correct mistakes they have made. Older pupils confidently change the font, colour and size of their work, and they readily move portions of text from one place to another. Pupils have experienced all other aspects of ICT, such as control technology and modelling, and have produced multi-media presentations in Year 6. However, many pupils have little prior experience of computers and they lack confidence and independence in carrying out these activities. For example, some pupils in Year 6 needed continuing help and advice to complete a spreadsheet.
69. The overall quality of teaching and learning is now satisfactory with good features, and this is a good improvement. Teachers have good subject knowledge and they are also able to provide a good array of resources in the new ICT suite. Good use is made of teaching assistants, when they are available, to support and help pupils and clear advice is provided for pupils. This advice enables the pupils, including those with special needs and those with English as an additional language, to achieve satisfactorily. Many teachers admit to some previous lack of confidence in teaching the subject, especially in relation to delivering lessons in the suite. However, they are now feeling happier with their skills and, for example, they readily use the master computer to demonstrate skills and techniques to the pupils. Little use is currently made of ICT to support the work in other subjects.
70. Pupils' attitudes are good. When using computers, they listen carefully to the instructions being given and they show good concentration when working with equipment. They work well alone and with partners when required to do so, readily taking turns and helping each other. Pupils behave well and are keen to accomplish whatever task is set them. They readily seek advice when they find tasks difficult or are unsure of the procedures to use. They handle all forms of equipment with suitable care. Pupils' attitudes contribute well towards the good progress they are all now making. Assessments are unsatisfactory as they do not provide an accurate record of pupils' acquisition of skills and knowledge.
71. Leadership and management are satisfactory. The subject co-ordinator is keen and enthusiastic, and she has done much to support her colleagues in increasing provision in the subject, as well as in raising standards. This enthusiasm and skill has clearly helped to raise the confidence of both staff and pupils, and in this she has been well supported by the deputy headteacher, who was the previous co-ordinator. She also has some opportunity to monitor the work being tackled in lessons, to see for herself the standards being achieved.

Information and communication technology across the curriculum

72. The use of ICT across the curriculum is unsatisfactory. Teachers are becoming increasingly confident in their use of ICT in the ICT suite, and all aspects of the subject are now well taught. However, only limited use is made of ICT in other subjects, to either further develop ICT skills or to help develop knowledge in these subjects. There are some examples of such use in all classes, but at present there is a limited number of classroom computers and this is limiting the broader use of ICT. The school is fully aware of this and is currently awaiting delivery of new computers for the classrooms, as well as interactive whiteboards, at which point the issue will be addressed.

HUMANITIES

A common feature throughout humanities, creative, aesthetic, practical and physical subjects is the unsatisfactory assessment procedures and their use to challenge all groups of pupils.

73. No teaching of **geography** was seen and scrutiny of work was not sufficient enough to make a judgement.
74. No teaching of **history** was seen, therefore judgements on standards cannot be made but, from scrutiny undertaken of pupils' work, teachers' planning and interviews with pupils, achievements are satisfactory overall, with the exception of higher attaining pupils, where they are unsatisfactory. This is because they are not being sufficiently challenged and cover the same work as average attaining pupils. Assessments are unsatisfactory because they do not provide a sufficiently accurate picture of pupils' acquisition of historical skills, but rather focus on the knowledge that they have covered in class. The subject is well enriched with visits to the museum and visitors to the school. For example, pupils in the lower juniors thoroughly enjoyed their visit to Derby Museum whilst they were studying the Egyptian topic. In the upper juniors, pupils have good knowledge of Victorian life and the plight of poor children. The range of writing in history is limited as too few opportunities are provided for pupils to use what they have learnt in their literacy lessons. The use of ICT is unsatisfactory; pupils are not given sufficient opportunities to present their findings in a variety of ways. Leadership and management are satisfactory. The co-ordinator knows what needs to be done to move the subject forward. Improvement since the last inspection has been satisfactory in maintaining pupils' satisfactory rates of progress but insufficient progress has been made in developing assessment procedures. This aspect of the subject is unsatisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

A common feature throughout humanities, creative, aesthetic, practical and physical subjects is the unsatisfactory assessment procedures and their use to challenge all groups of pupils.

75. It is not possible to give a judgement on the provision of **art and design** because only a small sample of teaching was seen. Evidence on the development of children's art was gained mainly from talking to teachers and pupils, scrutiny of the co-ordinator's files and portfolio of children's art and the range of art displays around the school. However, based on the evidence, the standards of art and design are well above national expectations of 11-year-olds and are a particular strength of the school. The subject co-ordinator, who has particular expertise, is involved in the teaching of the subject with all upper junior classes. Her very good teaching and subject knowledge

are contributory factors to high standards. The two lessons observed in the upper juniors confirmed a very high quality of teaching which inspired and challenged pupils in their artistic development. Pupils are encouraged to develop their visual observational skills and creatively represent what they see in a range of media. For example, pupils have studied the work of a range of famous artists such as Jackson Pollock, Mondrian, Kandinsky and Lowry. One lesson particularly focused on observation of 'movement in art' and pupils looked at a range of artists, including Lowry, to see how they portrayed movement in their work. Pupils then used art manikins to choose a movement position and then developed their own 'matchstick men' sketches, at first to represent the movement and then adding the body shapes. In the displays there were very striking examples of the use of various media, including observational sketches of trainers, still life, patterns, abstract impressionism where pupils had experimented in various ways of using colour to represent ideas, and large group paintings in the style of Kandinsky. Pupils use a range of media that includes pencils, pencil crayons, pastels, paint and watercolour, and examples of textile prints, batik, tie and die, collages, sculpture and some examples of clay models of shoes were seen. Visits are made to the local art gallery, where pupils have worked with artists, as well as the artists who visit the school. A highlight of the academic year is the Art Day held each year. Pupils' work has been displayed in the Derby Assembly Rooms and very good links have been forged with members of the staff of Royal Crown Derby china factory who visit the school regularly to work with pupils; some children have also visited the factory. Notable is the large painted wall mural of book characters in the library that was created by one of the Royal Crown Derby artists.

76. It is not possible to make a judgement on **design and technology** provision because no lessons were seen. However, some evidence was gathered from looking at displays, scrutiny of the subject co-ordinator's file, discussions with teachers and pupils. Examples were seen of pupils' work in designing and making a range of shelters, various tuned and untuned musical instruments and constructing picture frames from wood, card or clay. The scheme of work is based on national guidance and supported by a published scheme. The subject co-ordinator also manages art and design and has ensured that Study Days are held to look at a range of topics and practice the design and make skills to ensure that pupils have well planned design and technology units that develop their knowledge, understanding and skills in design and make projects. Resources are satisfactory and include tool boards for food technology.

77. Only one lesson was observed for **music** so it is not possible to report on the provision. Music planning is in line with national guidance and supported by a published scheme. Most of the music with the older pupils is taken by a teacher with specific expertise and it was the teacher who led the observed music lesson. The quality of teaching in this lesson was very good and pupils thoroughly enjoyed their music, which was focusing on how instrumental music and vocal music can create emotions and pictures in the mind, stimulated by sounds. For example, the teacher played a short extract from 'Mars' in the Planets Suite by Gustav Holst and concentrated on the repeated rhythm and the orchestral instrumental sounds to stimulate pupils' imagination and pictures the music creates in their minds. This was a very inspiring lesson and pupils gained a lot from taking part. There is a visiting instrumental teacher to teach brass instruments and the school has a recorder club. The school choir has performed at the Derby Assembly Rooms with other schools in a music festival that was accompanied by a professional orchestra. They have also performed to the local sheltered housing residents.

78. During the inspection only one lesson was seen in **physical education**, in Year 5, and no overall judgement is made. However, in the lesson seen, pupils showed satisfactory control and co-ordination in carrying out various gymnastic activities. In particular, they showed suitable jumps, rolls and balances, introducing a variety of different shapes, and the standard of their work was as expected. The quality of teaching was satisfactory, and the pupils' behaviour was very good. The teacher took care to explain the art of good jumping and rolling, but opportunities were not provided for pupils to discuss and evaluate their own work. Pupils in Year 4 attend swimming lessons during the year and, by the end of the year, about 75 per cent of pupils can swim 25 metres. Planning for the subject shows that all areas of work are tackled during the year. Provision is enriched by a good range of extra-curricular activities, and the school also has a number of sports teams.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. The school shows an increasingly focused commitment to this area of the curriculum. The enthusiastic co-ordinator is gradually increasing staff confidence in how to approach the personal, social and health education and citizenship programme. Appropriate attention is paid to sex and relationships education, which is taught through the other subjects of the curriculum. Drugs education is also addressed through science and personal, social and health education and citizenship, with input from community agencies when helpful. The Healthy Schools' Award provides the school with a clear and ongoing agenda which staff pursue with vigour. Current initiatives centre around healthy lifestyle choices and this work is supported in different ways in school – through the activities of the ECO club, for example. Staff promote maturity and responsibility among pupils. Many are keen to take turns on the School Council and to contribute to the daily routines of the school. Close links with community agencies such as the police and fire services ensure pupils understand more clearly how such groups serve their neighbourhood. The school places a high emphasis on personal, social and health education and this contributes to good personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
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).