

INSPECTION REPORT

ST JOHN'S C E PRIMARY SCHOOL

Ripley

LEA area: Derbyshire

Unique reference number: 112849

Headteacher: Mrs S J Hannath

Lead inspector: Mr C Parker

Dates of inspection: 31st January to 3rd February 2005

Inspection number: 267822

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 3 to 11 years
Gender of pupils: Mixed
Number on roll: 428.5

School address: Dannah Street
Ripley
Postcode: DE5 3BD

Telephone number: 01773 742457
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Appropriate authority: Governing body
Name of chair of governors: Mr S Freeborn

Date of previous inspection: 30th November 1998

CHARACTERISTICS OF THE SCHOOL

The number of pupils on roll has fallen gradually since 2000. There are currently 403 full time pupils on roll. In addition, 51 children have part-time places in the maintained nursery. The vast majority of pupils are of white British heritage and all of them speak English as their first language. Three are of Asian descent and ten from mixed backgrounds. The proportion of children eligible for free school meals is broadly average. Forty-one pupils have special educational needs including six who have statements. The overall proportion is low; the proportion with statements is about average. Attainment on entry is broadly average.

In the last two years almost half of the teaching staff has changed, including a new headteacher who was appointed twelve months ago. Promotion, maternity leave and illness have proved a barrier to establishing a settled teaching staff and senior management team. As a result of the disruption to the senior management team the school receives support from an LEA mentor headteacher who works in the school three days each week.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11897	C Parker	Lead inspector	Information and communication technology
14083	A B Anderson	Lay inspector	
20911	J Dawson	Team inspector	English; Music; Religious education; Foundation Stage
21069	P Edwards	Team Inspector	Science; Art and design; Design and technology; Physical education
21235	M Graham	Team inspector	Mathematics; Geography; History; Personal, social and health education; Special educational needs

The inspection contractor was :

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **fairly effective school** where the teachers are successfully striving to raise standards under the strong leadership of the new headteacher. Although standards in English, mathematics and science are not yet as high as they should be by the end of Year 6, most pupils are now making satisfactory progress. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The school has a clear plan for further improvement based on rigorous self-evaluation
- Standards in English and mathematics are above average by the end of Year 2 because the teaching is good
- The effective use of marking and assessment is inconsistent
- The curriculum is well planned and fully implemented
- Subject co-ordinators are not influential enough
- The school has good links with parents and the community
- The accommodation is unsatisfactory

The school has made satisfactory progress since the last inspection. The quality of education in the Foundation Stage and Years 1 and 2 where standards have risen and been maintained has improved considerably. Improvements to the curriculum and the effective tracking of the pupils' progress have been implemented recently. The extent of unsatisfactory teaching has been reduced.

STANDARDS ACHIEVED

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

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

Achievement is satisfactory except in Years 1 and 2 where it is good. Most pupils reach the goals set for the end of the reception year and a good proportion exceeds them in personal and social and mathematical development. This good start is built on effectively in Years 1 and 2 where the pupils are achieving well and reaching above average standards in English and mathematics. Improvements made since the last inspection are now consistently maintained. Conversely, the results at the end of Year 6 have declined and indicate that there has been significant underachievement over the last few years. That decline has now been halted and the new headteacher and teachers have set an agenda to raise standards and ensure the pupils make good progress. Self evaluation, improved planning, better assessment, a clearer curriculum structure, rigorous monitoring and a range of support strategies are helping the school to make improvements in the pupils' performance. Currently, standards in mathematics are average but in English and science they remain below average. However, the pupils are now achieving satisfactorily and standards are rising. The pupils with special educational needs achieve satisfactorily and make steady progress towards their targets. In religious education standards exceed expectations.

The pupils' personal qualities, including their spiritual, moral, social and cultural development, are being supported effectively. The pupils have positive attitudes to learning and are interested in school life and the range of activities provided for them. Their behaviour is good both in lessons and on the playground because they know the difference between right and wrong, are considerate and respect the feelings of others well. Good opportunities are provided for pupils to take responsibilities and to contribute to the school community, which they willingly take.

QUALITY OF EDUCATION

The **quality of education is satisfactory.** Considerable improvements in the curriculum and the quality of teaching provide a secure basis for raising standards further and accelerating the rate at which the pupils make progress. The **teaching is satisfactory** and in many lessons it is good and effective in ensuring the pupils make satisfactory progress. However, there remain some inconsistencies in the use of assessment and marking to help the pupils to improve. In English marking is now being used to good effect but in other subjects its use is patchy. All lessons are carefully planned and in most the pupils are effectively engaged in the learning. The school has a good, well planned curriculum, which is effectively enriched by an interesting range of a cultural and sporting opportunities, events and activities. The accommodation is unsatisfactory because the pupils work in cramped conditions in some classrooms and in others the lack of storage leads to an untidy learning environment that does little to reinforce high expectations.

The school provides effective care for the pupils. Arrangements for ensuring their health and safety are good. The involvement of pupils through seeking, valuing and acting on their views is very good. The teaching assistants provide good support for teachers and pupils.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are all satisfactory. The headteacher provides strong leadership and a clear and effective focus on raising standards. However, subject co-ordinators are not influential enough in the drive for higher standards. Self evaluation has identified where the school needs to improve and the school improvement plan sets out clear priorities. A comprehensive timetable of monitoring activities focussed on learning and teaching has been adopted and the school has had reasonable success in improving the pupils' achievements in a relatively short time.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most of the parents hold the school in high regard and are happy with the provision made for the pupils and the progress their children are making. A small minority feel that they are not kept fully informed about how well their children are doing. Inspectors agree that annual written reports tend to dwell too much on what has been covered and do not clearly state how much progress has been made in all subjects. Reports do not set formal targets for improvement. The pupils are generally happy with their school and discussions with older pupils show that they can see how things are improving.

IMPROVEMENTS NEEDED

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

- Raise standards further in Years 3 to 6, particularly in English, mathematics and science.

- Ensure marking and assessment are used consistently and effectively to challenge all pupils to improve and make rapid progress, for example, in science
- Extend the role of the co-ordinators so they are more influential in raising and monitoring standards and the quality of provision
- Improve the accommodation and the quality of the learning environment

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is satisfactory, overall. In Years 1 and 2 the pupils achieve well. In Years 3 to 6 progress is improving but standards are not yet as high as they should be.

Main strengths and weaknesses

- Standards in English and mathematics are above average by Year 2
- Effective action has been taken to reverse the downward trend in results in Year 6
- Standards in English and science are below average at the end of Year 6

Commentary

1. Achievement in the Foundation Stage is satisfactory overall. Most children join the nursery with knowledge and skills appropriate for their age and make satisfactory progress. Good induction arrangements and secure routines enable the children to settle quickly into school life. In the reception classes children make good progress in developing their personal and social and speaking and listening skills and in their mathematical development. Most exceed the early learning goals in these areas of learning by the time they are ready to start in Year 1. Almost all children achieve the early learning goals for reading and writing, knowledge and understanding of the world, creative and physical development.

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

Standards in:	School results	National results
reading	16.9 (16.6)	15.8 (15.7)
writing	17.1 (16.9)	14.6 (14.6)
mathematics	17.1 (16.7)	16.2 (16.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	25.5 (25.4)	26.9 (26.8)
mathematics	26.5 (25.9)	27.0 (26.8)
science	27.7 (27.2)	28.6 (28.6)

There were 65 pupils in the year group. Figures in brackets are for the previous year

2. Standards and achievement in Years 1 and 2 have improved since the last inspection and these improvements have been maintained. The pupils are achieving well and reaching above average standards in English and mathematics although currently standards in science are average and not nearly as high as assessments for 2004 indicate. Results of national tests and assessments at the end of Year 2 have been above average in reading, writing and mathematics for the last few years. In 2004 in all three areas approximately four out of ten children reached the higher level, well exceeding the national average and more than doubling it in writing. The

results at the end of Year 2 have compared favourably with similar schools and the improvement over time is in line with the national trend.

3. The results at the end of Year 6 paint a very different picture. Following very good results in 2001 they have fallen to well below average over the last three years with hint of a recovery in 2004. The downward trends in English, mathematics and science are marked and consequently the rate of improvement is well below the national trend. When compared to similar schools on the basis of prior attainment the results have indicated substantial underachievement.
4. The new headteacher is tackling the underachievement in Years 3 to 6 and, as a result, the pupils are now making better and satisfactory progress. Self evaluation, improved planning, better assessment, a clearer curriculum structure and rigorous monitoring are aiding the school to make improvements in the pupils' performance. The teachers have a realistic view of the situation and are making good use of intervention strategies and local education authority support to increase the rate at which the pupils make progress. Until these steps were taken analysis of the data shows the pupils were falling short of what is expected each year and not building on the secure basis that is achieved by the end of Year 2. The school has enhanced its tracking systems to identify trends in achievement. These show that the value being added year on year is now improving. Currently, standards in mathematics are average but in English and science they remain below average. Pupils are now achieving satisfactorily and standards are improving, but they are still some way from being as high as they should be.
5. The fall in standards over recent years had a greater impact on the results achieved by girls. While there is no discernible difference in their treatment in some lessons, older girls need considerable encouragement to contribute fully. In discussion they feel their relationship with their teachers is good and in their current work they are doing as well as boys. They are confident in conversation with adults.
6. The pupils with special educational needs achieve satisfactory and make steady progress towards their targets. They are generally well supported but, like the more able pupils, there are some lessons where the tasks they are set are not as accurately pitched as they should be. In science the challenge for the most able pupils is often missing from their work. The pupils develop good skills and are competent users of ICT but the range of applications they use and the contexts in which they use them is rather restricted until they reach Year 6. The pupils do well in art and design and physical education because they are taught the skills they need to make secure progress. In religious education standards exceed expectations.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Provision for pupils' spiritual, moral, social and cultural development is good. Attendance is unsatisfactory.

Main strengths and weaknesses

- Pupils are interested in school life and the range of activities provided
- Pupils know the difference between right and wrong and respect the feelings, values and beliefs of others well
- Good opportunities are provided for pupils to responsibilities and learn about community

Commentary

7. The pupils are happy to come to school and are eager to learn. They are attentive, co-operative and collaborate well with each other. There are good relationships throughout the school. Pupils respond in a mature and responsible manner when they are offered opportunities to take on responsibilities, for example, older children helping younger ones. The majority of pupils behave

well in lessons and around the school. During the inspection there were no obvious signs of any bullying or isolation of individual pupils.

8. Overall provision for pupils' spiritual, moral, social and cultural development is good. Spiritual development is promoted well in assemblies and religious education lessons. The children are taught the difference between right and wrong and are developing a very good understanding of the responsibilities of living together in a community and respecting each other's feelings and values. They are being well prepared for living in a multi-cultural society. Pupils are learning to be aware of others less fortunate than themselves through fund raising for local, national and international charities. The good range of visits, including residential experiences for the older children, and community visitors has a positive impact on their personal development.
9. The majority of parents agree that their children like school, behaviour in the school is good, and that their children are being encouraged to become mature and responsible.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.3
National data	5.5	National data	0.4

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

10. The table shows the below average attendance figures for the school. The school's procedures for promoting and monitoring attendance are good but not all parents make sufficient effort to ensure the full attendance of their children and a number take family holidays in term time.

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	349	5	
Mixed – White and Black African	0	1	
Mixed – White and Asian	4		
Mixed – any other mixed background	6		
Asian or Asian British – Indian	3		

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

11. The six temporary exclusions in the year prior to the inspection were used as part of behaviour management programmes and involved two pupils with specific emotional and behavioural difficulties. The pupils concerned are no longer at the school and there have been no exclusions this year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Considerable improvements in the curriculum and the quality of teaching provide a secure basis for raising standards further and accelerating the rate at which the pupils make progress.

Teaching and learning

The teaching is satisfactory and improving. Assessment is unsatisfactory overall.

Main strengths and weaknesses

- Many lessons are interesting, purposeful and engage the pupils effectively
- The effective use of assessment and marking is inconsistent
- The extent of unsatisfactory teaching is much reduced

Commentary

12. The governing body see the main priority for improvement as providing the pupils with consistently good quality teaching. Since her appointment the new headteacher and local education authority officers have frequently monitored the teaching, recording their observations and highlighting how the teachers can improve. While inconsistencies remain, most notably in the use of assessment to provide tasks that are well matched to the needs of all groups of pupils, many lessons are now purposeful and effective in ensuring most of the pupils make satisfactory progress.
13. In the Foundation Stage the teaching is satisfactory with some very good lessons seen in one of the reception classes. In the nursery, the children are very well cared for and given a wide range of experiences, but often these are not extended through conversations and questions that require the children to think and extend their vocabulary. Conversely, in one reception class the teacher entered into an extended dialogue about baptism while other children were engaged in a range of tasks within the very well planned learning environment that fostered independence and made good use of both the indoor and outdoor space and resources.
14. In Years 1 and 2 the teaching is good and considerably stronger than at the time of the last inspection. It is most effective in Year 2 where one excellent English lesson was observed. The good teaching of English and mathematics in both Year 2 classes has resulted in the improved standards being maintained over the last few years. However, the teaching of science is not as effective because the most able are not stretched and the lack of space limits the opportunities for investigation and experimentation.
15. In Years 3 to 6 some variation in the quality of teaching remains, and this is most evident in the pupils' completed work. High expectations are not established consistently in every class and the pupils' work is not marked in a manner that will help them to improve, in all subjects. This is not the case in English where, as a result of improvement activities, well focussed comments are now helping the pupils to improve their work and reach their targets. While only a very small number of unsatisfactory lessons were seen, where there was insufficient challenge for all of the pupils there are examples in their books of not enough being demanded of the more able pupils. This is evident, for example, in science. In art and design and physical education the pupils are well taught and as a result they develop their skills well.
16. Discussions with the older pupils highlight the improvements made in recent months. They feel they are making good progress because they are aware of their targets. They know very well what they are expected to achieve by the end of Year 6 and feel their teachers are now helping them and supporting them in way that had not previously been the case. They recognise the changes that are taking place and are well motivated and responsive to increased expectations.

17. All lessons are carefully planned and in most the pupils are effectively engaged in the learning. Learning objectives are clearly set out but in some lessons completing the activity becomes paramount and the focus for learning is diluted. When this happens not enough consideration is given to the plenary as an opportunity to assess the extent of the pupils' learning and how much they have understood. Some of the older pupils are now being engaged in evaluating the extent of their own learning at the end of the lessons.

18. The high proportion of unsatisfactory teaching at the time of the last inspection has been significantly reduced and any elements of complacency removed by the current drive to raise standards. The school is now on the way to establishing greater consistency in the quality of teaching but the sharply focussed use of marking and assessment to plan tasks that support and challenge all groups of pupils varies in effectiveness from class to class and subject to subject. While many improvement have been made to the school's assessment strategy the information the teachers collect is not being used to full effect to plan the next stage of learning.

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	3 (6%)	26 (52%)	18 (36%)	2 (4%)		

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.

The curriculum

The school has a good curriculum, which is effectively enriched by an interesting range of events and activities. The accommodation is unsatisfactory.

Main strengths and weaknesses

- The curriculum is well planned
- There is a good range of cultural and sporting opportunities available to the pupils
- In some classrooms the pupils work in cramped conditions
- The provision for the pupils' personal and social development is good

Commentary

19. At the time of the last inspection links between the nursery and the reception classes were unsatisfactory and children repeated work. The curriculum for the Foundation Stage is now good. Good assessment and record keeping and effective liaison between the nursery and reception teachers provide the children with a smooth transition. The teachers in the reception classes use the curriculum particularly well to plan interesting activities for the children.

20. The balance of the curriculum for Years 1 to 6 was unsatisfactory at the time of the last inspection. There were many weaknesses; the planning was very complex and did not meet the needs of all pupils, especially the more able pupils. The school has recently reviewed the curriculum and implemented a new plan. This makes interesting links between subjects, is well-balanced and ensures that pupils build on their knowledge, understanding and skills from year to year. The provision for English has improved

significantly in Years 1 and 2 and the planning for mathematical investigations is now good. ICT is now used throughout the curriculum but the range of applications is rather narrow in some year groups.

21. The provision for pupils with special educational needs is satisfactory. All the pupils are valued and the school makes significant efforts to ensure equality of access and opportunity for all of them. A whole school system identifies pupils who have special educational needs and individual education plans (IEPs) are prepared for them. The IEPs have clear targets used in the planning of activities to meet the pupils' individual needs. The small steps in learning are measured, acknowledged and celebrated. The teaching assistants play a significant part in this provision and the school has established effective relationships with outside experts. The teachers use effectively the national literacy and numeracy support programmes and materials. The range of support is flexible with a balance of whole class teaching, small group work and individual attention to areas of difficulty. This enables the pupils to make satisfactory progress towards the targets set for them.
22. The school provides well for the personal and social development of its pupils. It does this through a well-planned set of topics that effectively develops the pupils' awareness of aspects such as relationships and how feelings change as they grow. Their knowledge and skills are developed progressively at appropriate levels for their ages. The arrangements for teaching sex education and raising the pupils' awareness of the dangers of drugs are effective. Good opportunities are taken to develop the pupils' speaking and listening skills through discussion and debate. Conversations with pupils in Year 6 show that they are growing into mature, sensible young people with clear views of right and wrong. The school is taking part in the LEA's initiative for 'Health Promoting Schools' and, through science and physical education lessons, the pupils learn about the importance of personal hygiene, diet and exercise. All the teachers and support staff work sensitively to ease the introduction of the children entering the education system for the first time and those who transfer to the secondary stage.
23. Resources for learning are satisfactory overall. The school is continuing to extend access for the pupils and teachers to ICT. Interactive whiteboards are being used effectively but the library does not have enough books and some are old and no longer attractive to the pupils.
24. The cramped conditions in some classrooms make the use of large apparatus difficult. Some classrooms can only be approached through others and one is a thoroughfare un conducive to quiet, uninterrupted concentration. The teachers work around these considerable limitations, particularly in Year 2, with a good deal of success. Storage is a problem throughout the school and in some, but not all, classrooms this results in an untidy and cluttered learning environment which does little to reinforce the drive for high quality work and expectations.
25. The school extends its curriculum very valuably through a wide range of clubs and activities that are well supported by pupils of all ages. Music is well represented and the band makes a good contribution to the pupils' social and cultural development. The school is in the process of identifying gifted and talented musicians to join the inter-school musicians' club. The many sporting clubs help to further the development of considerable numbers of pupils. In addition, visits and visitors help to support the teaching and learning in a number of areas.

Care, guidance and support

The school provides effective care. The provision of support, advice and guidance based on monitoring is satisfactory. The involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- The school's arrangements for ensuring health and safety are good
- Relationships between children and adults are very good
- Teaching assistants provide good support for teachers and pupils

Commentary

26. The headteacher and her staff are very approachable, caring and committed to the children in their charge. Consequently, every child has a very good and trusting relationship with one or more adult in the school. The teachers listen to the pupils and value their opinions and ideas, and the school council provides a very good forum for pupils to put forward their ideas for school improvement. In discussion, older pupils say they know that 'sensible suggestions will be listened to carefully,' and may very well be acted upon.

27. The school's child protection procedures are fully understood by all members of staff. The governing body and headteacher take their health and safety responsibilities very seriously. All the required checks and inspections, including comprehensive risk assessments, are regularly carried out and properly recorded. However, a couple of potential health and safety concerns were pointed out to the headteacher and chair of governors during the inspection. For example, as the school has been extended and alterations carried out some of the emergency evacuation signing has become outdated and could lead to confusion during an emergency. There is no safety surface under climbing equipment in the nursery outdoor play area.

28. The teaching assistants provide good support for the pupils. Pastoral care is very good and all staff consistently demonstrate a very sound knowledge of the school's welfare arrangements. Arrangements for first aid are very good. The standard of supervision by teachers at breaks and midday supervisors at lunchtimes is high. There are good arrangements for tracking the progress of groups and individual pupils in English and mathematics but it is not yet consistently used to full effect to generate rapid progress for all pupils.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The majority of parents hold the school in high regard.
- Most parents support their children's learning well.
- Links with the community support the children's education and personal development very well.

Commentary

29. Links with parents are good overall. The majority of parents are pleased with most aspects of the school. The headteacher and her staff are available, approachable and welcoming to parents. Most parents support their children's education at home and in the school well. Home reading and homework are well supported. A good number of parents help in the classrooms and parents willingly respond to specific requests for assistance, for instance, they will help supervise children on out of school trips. The parent support group is very active and widely supported and has raised considerable funds for the school.
30. The provision of information about all aspects of school life is satisfactory. The school prospectus is attractive and informative. The governors hold an annual meeting with parents and publish a comprehensive annual report. However, both the prospectus and the governors' annual report omit some items of statutorily required information, for example, information about the school's accessibility plan for pupils with disabilities and targets for Year 6 national tests. Parents receive very good curriculum information in termly newsletters. Day-to-day information in the way of regular newsletters and letters about specific events and activities is very good.
31. Written annual progress reports are satisfactory. However, some reports tend to dwell too much on what the pupil has covered and do not clearly state progress made in all subjects. Reports do not set formal targets for improvement. Parents are offered the opportunity to attend appropriate consultation evenings each year.
32. The school uses the community very well. There are very close links with the local church and other church organisations. The pupils are taken on appropriate trips and are exposed to wide range of visitors that enrich the curriculum and support their personal development. The school is actively involved in the local cluster of schools. The good relationship with the main receiving secondary school ensures pupils have a smooth transition to the next stage of their education.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are all satisfactory.

Main strengths and weaknesses

- The headteacher provides strong leadership
- Subject co-ordinators are not influential enough
- Self evaluation has clearly identified where the school needs to improve
- There is a strong and effective focus on raising standards

Commentary

33. Rigorous self evaluation has provided a realistic assessment of the strengths and weaknesses of the school. The staff and governors are very aware of the challenges it currently faces and of what needs to be done. The priorities for improvement are focussed, rightly, on raising standards in English and mathematics by Year 6 and in establishing a system to monitor and improve the quality of teaching. The headteacher has developed a comprehensive timetable of monitoring activities focussed on learning and teaching and has been reasonably successful, in a relatively short time, in improving the pupils' achievements, although standards are not yet as high as they should be.

34. The headteacher has raised the level of awareness among the teachers and governors, halted the decline in standards and begun to successfully tackle the underachievement which had accumulated over the previous two years in Years 3 to 6. Staff changes, illness and maternity leave have created something of an obstacle to embedding consistent practices, although this is clearly the aim of the new teaching and learning policy. Staffing disruption has particularly affected the senior management team but the work of a local education authority mentor headteacher, as a temporary member of that team, has lowered many barriers and enabled the school to move forward and make improvements. His work has been particularly influential; it has been focussed heavily on the development of the curriculum and implementing tracking systems which highlight areas for improvement and help the teachers to focus on those groups of pupils who are underachieving. As a result, the school now has a very good curriculum plan that provides pupils with interesting and sensibly linked activities.
35. The governors fulfil their role in steering the work of the school. The committee structure allows much of the business to be carried out in advance of full governing body meetings where the committees report and decisions are taken. Involvement in the workforce remodelling working party is a good example of how governors and staff are combining to move the school forward. Governors receive comprehensive school performance information so that they are now fully aware of how well it is doing. Their dialogue with the headteacher allows them to question the quality of provision so that any future decline in standards can be challenged. Financial planning, control and management are extremely thorough and make full use of the considerable expertise of the governors.
36. The school improvement plan is comprehensive and appropriately focussed on improving performance. Curriculum improvement plans address the need to raise standards in English and mathematics but in other subjects the co-ordinators are not sufficiently influential. Much of their work is related to planning the curriculum and acquiring resources rather than ensuring the curriculum is of high quality, resources are used effectively and pupils are making rapid progress and attaining the standards they should.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	947 150
Total expenditure	955 680
Expenditure per pupil	2 024

Balances (£)	
Balance from previous year	32 033
Balance carried forward to the next	23 503

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. The weaknesses in continuity between the nursery and reception classes at the time of the last inspection have been addressed and good arrangements now enable children to become familiar with their new teachers. New assessment arrangements ensure that teachers build on the children's learning when they join the reception classes.
38. Much of the teaching and learning in the reception classes is at least good and there is an interesting and challenging curriculum. The provision in the reception classes has improved significantly since the last inspection. The teaching in the nursery is satisfactory and children make sound progress.
39. No **physical development** lessons were observed during the inspection. Children in the nursery pedal wheeled toys, climb and balance when engaged in outdoor play. They are beginning to show some awareness of each other's space. An outdoor area for the reception children had been created since the last inspection. However, this is still being developed and limited storage space limits access to large apparatus. The teachers make very good use of this area to extend learning in all aspects of the curriculum. Teachers in both age groups provide a good range of activities to develop the children's fine movements. Children cut, stick, use malleable materials, paint and use writing tools with appropriate control and skills for their age.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children are encouraged to be independent and to take care of themselves and others
- The adults in the nursery miss opportunities to extend the children's social skills

Commentary

40. All children attend the nursery in the morning or the afternoon and they swiftly acclimatise to the routines. Almost all are happy and confident and those who are not are supported well. Children stay together as a group after registration for class activities such as singing. While this establishes the sense of community, it restricts opportunities to share news and interact with others. The good range of equipment and carefully planned activities provide children with opportunities to develop their skills across all areas of learning but there is not enough adult intervention to encourage cooperation, empathy and discussion. The adults' role is more supervisory than interactive. This is most evident during snack time when children independently register that they have had their snack but sit quietly alongside each other with little discussion and very limited adult intervention. The children's social skills are developed effectively through relevant stories, often generated by incidents in the nursery. The discussion arising from these stories is good.
41. Adults in the reception classes promote social skills very well. Children are expected to work and play together amicably and there are planned activities where the children are

carefully grouped to encourage co-operation, discussion, turn taking and sharing. In one lesson, for example, the children worked together to design and make a doll's house, paint walls and sell houses in the estate agents. The two classes joined together for this. The teachers encouraged the children to discuss what they were doing and listen to each other's ideas. They extended the discussions with relevant questions about how the children felt about their activities and listened to the children's own experiences from home. They recorded the children's responses and attitudes thoroughly to inform planning for the next stage of learning. The children interact with each other well and assume the role of others with ease and imagination. They are polite, confident and friendly and care for each other well. All are enthusiastic about their learning. The teaching to promote personal, social and emotional development is good and children achieve well.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Speaking and listening skills are promoted well in the reception classes
- Children are encouraged to write independently and for many purposes

Commentary

42. In both nursery and reception classes the children enjoy listening to stories and, in the reception classes, readily share books with each other and adults. Adults are very good listeners in the reception classes but there are occasions in the nursery when children are not encouraged to share their views and comments. When asked for comments and opinions, some children in the nursery readily contribute. The adults are conscientious about encouraging more reluctant speakers on these occasions. In activity sessions, however, more could be done to encourage communication between children and with adults. Writing and drawing materials are available so children can experiment with mark making. The teacher's planning and children's work shows that children are well-prepared for the reception classes and have some knowledge of sounds and letters and writing as a means of communication by the beginning of their Reception Year. The teaching and learning in the nursery is satisfactory overall.

43. Children in the reception classes are good at learning the meaning of new words, including technical vocabulary related to areas of learning such as naming common shapes in mathematics. The names of different types of houses were taught carefully in one lesson and children were encouraged to repeat them to reinforce learning. While in this lesson there were few opportunities for the children to share their ideas and opinions in the other classroom discussion and debate are encouraged and extended through very effective questioning.

44. The teaching of writing in the reception classes was a weakness at the time of the last inspection. This is no longer the case and the teaching and learning are now always satisfactory and often good. There is a good balance between direct teaching and independent writing. Children are encouraged to write independently and to use their knowledge of letter sounds to spell words. Children make good progress in the reception classes. The teachers link speaking, reading and writing activities effectively to make learning relevant and logical. Children strive to achieve well and enjoy their work. They

regularly use writing in role-play activities such as creating shopping lists and specifications for selling houses. Children with special educational needs are supported and encouraged and individual needs are catered for well. Almost all children achieve the early learning goals by the end of their Reception Year and many exceed them in speaking and listening.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- The teaching in the reception classes is good and children achieve well
- Children are provided with a good range of mathematical experiences across the Foundation Stage

Commentary

45. The well-planned activities in the nursery provide the children with many opportunities to develop their mathematical understanding and skills. Children have access to sand and water, equipment for building in different shapes and day-to-day experiences to help them match and order objects. In the sand, for example, children use bun tins to make 'cakes' and fill cups with sand, offering 'full cups of tea'. They select different sized boxes to create houses outside. In group sessions the teacher and nursery nurse use mathematical vocabulary often. The children enjoy the 'race' between the adults as they compare the size of their growing plants, for example. Counting and comparing are regular parts of these sessions. The teaching is less effective when the children are playing independently as adults do not intervene to promote mathematical discussion often enough, missing opportunities to extend the children's learning.

46. This is not the case in the reception classes where some very good teaching and learning was observed during the inspection. Both inside and outside the classroom children are encouraged to be mathematicians. Three children were involved in hanging wallpaper in the house they had made, generating animated discussion about size and shape. At all times, adults question effectively, encouraging the children to use correct vocabulary, to estimate and calculate accurately. In the mathematics lesson, the teacher used her very good knowledge of the children's abilities to challenge and extend learning. Her high expectations and of the children enables them to achieve very well. Almost all children count and match accurately to 10 and some recognise numerals beyond this. Extension activities to encourage counting including puzzles, number songs and practical day-to-day problems consolidate learning well. Children with special educational needs are catered for very well. The teacher signs numbers for those with hearing problems, for example. Less able children are supported well by the teaching assistant, enabling them to take a full part in the lesson. The children's enthusiasm generated by the teacher's skilful teaching has resulted in many children exceeding expectations for their age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- There is an interesting and varied curriculum giving children a good range of experiences
- Role-play depicting real life situations is used effectively

Commentary

47. In the nursery there is a good range of equipment to support learning and children use their knowledge of life to engage in role-play, explore different materials and deepen their understanding. For example, some made 'wiggly, wobbly' jelly with the nursery nurse and were encouraged to describe its feel and taste.

48. In the reception classes children are learning about the adult world. Within the theme of homes they explore the strengths of materials, the types, decoration and aspects of buying and selling houses. Children make and receive 'phone calls' and arrange to 'view' houses. The teacher makes very good use of local resources to support learning. Discussion with the children shows that they have a sound understanding of family structure and the passing of time. They understand the concept of 'now', 'recent past' and 'a long time ago'. They have a sound knowledge of different places and their own locality. Children have good computer skills, using commercial programs to support learning as well as using the mouse to generate pictures and patterns.

49. Children use tools safely and select their own resources to construct and build. In the reception classes, their designing and making skills are good because of the interesting and relevant tasks provided and their good social skills that enable them to work together constructively and amicably. The teaching is sound overall with some good practice in the reception classes. Children make satisfactory progress overall and most achieve the early learning goals by the time they leave the reception classes.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Teachers encourage imaginative play and use resources well

Commentary

50. No drawing, painting or modelling was observed in the nursery class. Children joined in the actions and most sang along with a tape of familiar songs at the beginning of the afternoon session, showing appropriate skills for their age. However, children had no influence over the selection of songs and there was little attempt to involve those who were not joining in. Children play in a range of situations and some take on the role of others, for example, the 'mummy' in a pretend house but there is limited input from the adults. Teaching and learning are satisfactory in the nursery. The children in the reception class show good imagination and creativity. They use the computer to draw houses showing good attention to detail. In their literacy lesson, other children carefully drew the contents of different rooms. In a music lesson children sang with enthusiasm. Good teaching has enabled them to learn the names of instruments and to play them appropriately. They describe the sounds they make accurately and most maintain a steady beat, with support from the teacher. They respond to visual prompts such as symbols and hand signals to vary dynamics, pitch and pace. Most children achieve the early learning goals for creative development by the time they join Year 1. The

accommodation limits the space available for large projects in one class although teachers do their best to overcome this by sharing areas for some parts of the day.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and pupils achieve well because the teaching is particularly strong
- Standards in Year 6 are below average but are improving
- The teachers' marking is helping pupils to improve their work

Commentary

51. Standards have risen in Year 2 in all aspects of English since the last inspection. The present Year 2 pupils have made good progress during their time in the school and standards are currently above average in speaking and listening, reading and writing. There has been considerable in-service training for the teachers in Years 1 and 2 since the last inspection and, consequently, the teaching has improved. At the time of the last inspection over a quarter of the teaching was unsatisfactory. Now the teaching is good with some very good and excellent lessons. All teachers provide a good balance between the careful and systematic teaching of reading and writing skills and opportunities for pupils to apply these skills through independent writing. The teachers expect the best of their pupils so their independent writing is well-crafted with attention to spelling, handwriting, good vocabulary and sentence construction.

52. A good example of this was in an excellent lesson in Year 2. The teacher taught her pupils to read and write the phonemes "oy" and "oi". She asked them to write them on their whiteboards, extended this to writing words such as "point" and asked the most able pupils to write the past tense. Less able pupils used magnetic letters with the teaching assistant, achieving well. She used resources very well to continue their work on story structure. A coolie hat indicated when she was in the role of the central character [later used by pupils as they shared their story plans with others]. Envelopes marked "Danger" or "Beware" contained pictures giving pupils problems to resolve. Pupils showed a great deal of sophistication during this task, resolving the problem with an awareness of the kindness of the central character. The dragon breathing fire was not slain but encapsulated. The fierce dog was given a string of sausages drawn by the magic brush. The pupils enjoy their lessons so much that they continue to play their parts at playtime! Pupils with special educational needs were provided with dusty parchment prompts to help select the means for solving the problem, resulting in lively discussion with the teaching assistant.

53. Standards in Year 6, average at the time of the last inspection, have risen and subsequently declined in the last three years. Under the leadership of the new headteacher measures have been taken to halt the decline and raise standards. There are several intervention strategies to support pupils in small groups with well-trained support staff. Pupils' progress is now carefully tracked, targets are set and pupils who are not making sufficient progress are identified for support. The handwriting policy is

used consistently and regular and relevant homework supports learning well. In-service training and support from advisors have improved teaching and there is additional support from a headteacher mentor to raise the achievements of pupils in Year 6. The teachers' marking gives pupils clear guidance on how they can improve their work although expectation of the amount of work and presentation varies. As a result of these initiatives, standards are improving. Standards in speaking and listening and reading are average although there is still a significant number of pupils who are not attaining the expected level in writing. The teachers' expectations of their pupils' achievements are now higher, especially in Years 5 and 6 and more pupils are working at the higher levels.

54. The teaching and learning are satisfactory overall. There was a small amount of unsatisfactory teaching where not enough was expected of the pupils and as a result concentration deteriorated and not enough was achieved in the lesson. Conversely, in an exciting and stimulating lesson the teacher's very good use of a box that opened into a story set, generated lively discussion and a brisk pace as pupils were led towards defining and identifying similes and metaphors as they described the scene. The pupils produced imaginative and descriptive writing demonstrating a secure understanding of what they had learned in the lesson.

55. The two subject leaders know what needs to be done to improve further the provision for English. Weaknesses are clearly identified in the analysis of test results and the monitoring of teaching and learning but the focus of lesson observations has been on the curriculum, which is now good. The co-ordinators are not yet influencing the quality of teaching and the standards the pupils' achieve throughout the school. The school has improved the resources for teaching English, especially in the provision of additional support staff. The new library does not yet have sufficient books of good quality.

Language and literacy across the curriculum

56. The newly revised curriculum map provides many opportunities for writing for different purposes and in different genres in other subjects. In history, for example, the older pupils are now writing at length but in science the use of worksheets restricts the range of writing opportunities.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2
- Standards are average by the end of Year 6 but they are not high enough
- Marking of the pupils' work is not used effectively to help them to improve

Commentary

57. Evidence from lessons, talking to pupils and scrutiny of their work indicates that achievement is good in Years 1 and 2 and satisfactory in Year 3 to 6. There are no significant differences in the standards attained by boys or girls and the pupils with special educational needs make satisfactory progress towards their targets. The evidence indicates that the older pupils are now benefiting from the improved teaching. Their progress is accelerating and they are now

achieving satisfactorily but there is still some way to go to reach the high standards that should be attained.

58. In close co-operation with the LEA numeracy consultant, key areas of weakness in the pupils' knowledge, skills and understanding have been identified, particularly in relation to problem-solving and communicating and reasoning. There is an increased emphasis in the teachers' planning on providing the pupils with opportunities to solve problems, particularly those in word form and to discuss and explain their strategies. Inspection evidence indicates that this work is proving successful. Lessons and the pupils' books have examples of them solving word problems, explaining how they arrived at an answer and using formal and informal jottings to show their calculations. The pupils' ability to use and apply their mathematical skills in this way is improving and is at the expected level.
59. Overall, the quality of teaching is satisfactory and this is an improvement since the last inspection. Approaches to teaching mathematics are becoming increasingly consistent. Good use of the National Numeracy Strategy and the effective implementation of intervention programmes is paying dividends. In addition, the school is also working to improve the pupils' reading skills so that those who have difficulty understanding word problems can tackle these tasks successfully. All of the teachers ensure that links are made with previous learning and are clear about what the pupils are expected to learn. They share this information with the pupils at the start of the lesson but do not always review it at the end to ascertain the extent of their understanding. Sometimes the pupils are given opportunities to talk about what they have been doing but not about what they have been learning.
60. Most lessons are interesting and as a result the pupils have positive attitudes to mathematics and most enjoy the lessons. They are well behaved, persevere when they have difficulty and work well together in pairs and groups. Features of the most successful lessons are the teachers' clear explanations and the use of discussion partners. This gives the pupils the opportunities to discuss their ideas before putting them forward to the rest of the class. As well as supporting their mathematical development these discussions contribute to the pupils' speaking and listening skills and the promotion of their self-esteem. The teaching assistants play an important role in ensuring that pupils of all abilities are able to contribute to the lessons and understand what they have to do.
61. Many of the arrangements for assessing the pupils' attainment and tracking their progress are relatively new and they are not yet used sufficiently by all the teachers to plan the next step for the pupils, let them know how well they are doing and what they need to do to improve. The marking of pupils' work is similarly inconsistent. However, in Years 3 to 6 the pupils' books reveal that recent developments in assessment are starting to have an impact with work increasingly well matched to the different abilities of the pupils, and most teachers are now insisting that the pupils present their work neatly.
62. Assessments have been used to organise the pupils into groups of similar ability and in many lessons these target and intervention groups are now receiving improved support and challenge. In a good Year 6 lesson about the equivalence of fractions and decimals the teacher used effectively his on-going assessment of the pupils' understanding. The lower ability pupils had experienced some difficulty during the previous morning's lesson so he arranged for their teaching assistant to use the afternoon intervention session to provide support to overcome these difficulties. As a result, during the next morning's lesson, they proceeded more confidently and this allowed the teacher to extend those

capable of dealing with more challenging work. A good Year 2 lesson was based on the properties of a range of two-dimensional shapes with all the pupils challenged appropriately. Even during the excitement of using the newly installed interactive white board, the teacher's questions were targeted so that the learning of the less able pupils was supported whilst that of the more able pupils was extended. In other lessons the levels of challenge vary and on occasions some of the more able pupils are working well within their capabilities. On occasions too little is expected of them when they are asked to carry out tasks similar to those planned for the rest of the class when they would be able to cope with more difficult work.

63. The improvements in Years 3 to 6 reflect the high priority given to raising standards in mathematics. The leadership and management of the subject are satisfactory. The headteacher and the co-ordinator have checked on the quality of the teaching and the learning by observing lessons, looking at the teachers' plans and the pupils' books and by analysing the results of the national tests. This has enhanced their understanding of the standard of the pupils' work and the progress they make. The school now has a clear view of the strengths and weaknesses of the pupils' performance and in the school's provision and is well focussed on bringing further improvement.

Mathematics across the curriculum

64. There is an appropriate emphasis on helping the pupils to use the skills that they learn in mathematics lessons. The use of ICT has improved and the pupils' progress in geography and science benefits from them being able to measure and record findings from their experiments and collect data and present it in graphs.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- The more able pupils are not challenged sufficiently
- Although pupils make satisfactory gains in scientific knowledge their skills in scientific enquiry are underdeveloped
- Insufficient use is made of assessment data to plan future work
- An overuse of worksheets inhibits pupils' writing skills

Commentary

65. The standards attained by the end of Year 2 have improved well compared to the previous inspection, although standards at the end of Year 6 are below those seen at that time. Overall, pupils in Years 1 and 2 make satisfactory progress and by Year 2 attainment is broadly in line with national expectations. Teacher assessment at the end of Year 2 indicates that the percentage of pupils achieving the higher level is very high. However, this is not confirmed by inspection evidence and there seems to have been an over-reliance on the results of newly implemented tests. Progress throughout Years 3 to 6 is uneven and, overall, the pupils do not make the progress of which they are capable, particularly the more able. By the end of Year 6 attainment is below the national standard and few pupils attain the higher level.

66. Although all of the lessons observed were at least satisfactory, the scrutiny of the work in the pupils' books and discussions with them show that the more able pupils are not challenged and, consequently, the teaching overall is unsatisfactory. Most of the teachers have a secure understanding of the subject and all aspects are taught throughout the school. However, the teachers do not take the opportunity to develop specific areas in detail and the pupils' understanding is, therefore, not as detailed as it might be. Emphasis is placed upon the development of scientific knowledge and in this area pupils make satisfactory progress. Although much greater emphasis has been placed upon the systematic development of the skills of scientific enquiry, the very cramped accommodation for some classes inhibits the progress made by the pupils. Practical tasks are prescribed with the teacher taking the lead, with pupils following a set procedure. Pupils have too few opportunities to work as scientists, asking questions that can be investigated and deciding how they will find answers.

67. Although a satisfactory range of assessment opportunities is in place the information generated is not being used effectively. Results from national tests have been scrutinised and the co-ordinator has identified areas of weakness that the school has already begun to address. For example, scientific vocabulary is introduced more systematically and computers are used for the collection of scientific data and the production of graphs and charts. Test information is also used to identify the levels pupils have attained. However, the teachers do not make sufficient use of the information to match the level of work to the pupils' ability. Consequently, a significant minority, particularly the more able pupils, are not doing as well as they should. Although teachers mark pupils' work regularly and assess whether they have met the intended learning outcomes, there are few examples where marking tells pupils how they might improve their work. Teachers use assessment information effectively to modify tasks to meet the needs of less able pupils and brief classroom assistants to enable them to provide good support. However, teachers are less successful when using the information gained through assessment to plan tasks and questions to challenge the more able pupils.

68. The pupils present their work carefully. Occasionally, pupils' recording is restricted to completing sentences on worksheets and to copy writing work produced by the teacher; this inhibits the development of scientific writing.

69. The co-ordinator has developed a clear understanding of strengths and weaknesses in the subject, although she has had limited opportunities to observe lessons and thus indicate to staff how they might improve the quality of teaching and learning. A detailed action plan addresses areas identified for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The pupils develop their ICT skills effectively

Commentary

70. Standards have been maintained since the last inspection. At the end of both Year 2 and Year 6 the pupils are reaching the standards expected of them. They develop good levels of confidence and competence. As they move through the school their skills

develop well so that by Year 6 they are quite independent in their use of a computer. Logging on to the network, opening applications, locating files and saving to their allotted folders are well established routines for all pupils.

71. The use of word processing is reasonably well embedded into the curriculum and examples of the pupils' work illustrate well how they progress from making labels and producing short phrases in Year 1 to extended writing about Louie Braille by Year 6. Painting programs are used similarly throughout the school from the youngest children creating monster pets to Year 4 pupils making images of Tutankhamen's death mask. However, the use of ICT is relatively limited beyond these two major applications except in Year 3 to 6 where some example of using spreadsheets have resulted in the pupils producing a range of graphs, the best examples being those used to record and present their finding from a science investigation.
72. The teaching is satisfactory overall. In the lessons seen, for example in Year 1, the teacher made good use of the BBC Barnaby Bear website to develop the pupils' skills and to teach them how to navigate around a website. In Year the 6 teachers' good knowledge of software is used well to teach the pupils how to use sound and image files in presentation software. Discussion with older pupils shows they have a good understanding of how this type of software can be used and they illustrated this well with the presentations they have made about the Victorians. However, they have yet to consider how they might adapt their presentations for different audiences. The school's good community links enhance the opportunities for using ICT, for example, to control systems.
73. The leadership of the subject is not sufficiently focussed on extending and improving the quality of learning and teaching with ICT. Whilst developing the use of ICT across the curriculum is a high priority for the school as it implements a redesigned curriculum framework, the action plan for ICT is mainly concerned with resource acquisition. While this reflects the school's commitment to the use of ICT it neglects the importance of making full and effective use of existing resources through a broad range of opportunities right across the curriculum.

Information and communication technology across the curriculum

74. The pupils have an adequate range of opportunities to use ICT to support learning across the curriculum, although it is more extensive in Year 6. The school now has two interactive whiteboards which are being used with increasing frequency as the teachers become more adept and confident in using them in, for example, numeracy, science and history.

HUMANITIES

75. Only one lesson was seen in geography and two in history so it is not possible to make judgements about the overall quality of the provision. Evidence was gathered from talking to the pupils and the teachers, looking at the planning documents, displays and samples of the pupils' work. This analysis indicates that both subjects meet the requirements of the National Curriculum with pupils making satisfactory progress and attaining standards broadly in line with those expected nationally. The pupils learn about the experiences of other people in other places and in other times which are enriched by a programme of visits to places of historical and geographical interest. Through these studies the pupils develop their understanding of the human and physical features that give communities and localities their distinctive characteristics. Both subjects contribute

to the pupils' spiritual and cultural development and link with English art, music, science and ICT. There is evidence of the pupils carrying out individual research using books and the Internet.

76. The introduction of a new curriculum map has provided all the teachers with clear ideas about ways to develop the subjects still further. There are no formal arrangements for checking the quality of the teaching and the learning in these subjects and the role of the co-ordinators is currently ineffective. Although the pupils' understanding is assessed at the end of each area of study there is no system for recording the pupils' progress in the development of key historical and geographical skills.

77. In **geography**, the pupils' work shows an appropriate emphasis on studies of the local area through plans and maps of homes and significant buildings around the school. They extend this to learning about the effect of the weather on peoples' activities and the younger pupils follow the travels of Barnaby Bear as he accompanies children and teachers on their holidays in different parts of the world. The Year 4 pupils study traffic as a major environmental issue and consider the impact of noise on daily activities. They begin to understand that there are disagreements about possible solutions to local problems. Their previous work on weather patterns is used to help the Year 5 pupils to understand how the climate in Jamaica is changing the economy as tourism becomes increasingly important. In Year 6 they study Ripley and Matlock Bath and identify the similarities and differences that have affected the nature of domestic and commercial activities. In a good Year 3 lesson observed, the pupils were learning about the features of rivers and how landscapes are changed by erosion and deposition. Good links are made with the pupils' work on the history of the area and there is an appropriate emphasis on the of correct use geographical terminology.

78. In **history**, the pupils' work shows that they are encouraged to understand that there may be different points of view about the same event. This was evident in a good Year 4 lesson when the pupils extended their understanding of this when some dressed up as Romans and some as Celts to discuss their opinions of Boudicca. The pupils have used their writing skills in accounts of historical events such as political and domestic life in Tudor and Victorian times. By studying the lives of children in Victorian times they begin to understand that their lives were affected by the social and economic circumstances of their families. They know that children, the same age as they are now, were sometimes working in difficult and dangerous conditions. Their writing shows that they understand that their experiences as a school child would have been very different if they had attended a school during the long reign of Queen Victoria. Good links are made with their geographical studies of the area and their knowledge of the significant buildings and the teachers make sure that the pupils use the correct historical vocabulary.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Standards are above the expectations of the Agreed Syllabus by Year 6
- Older pupils have a good understanding of the similarities and differences between major religions
- The teaching is good overall and pupils respond to learning well

Commentary

79. The pupils' achievements have been maintained since the last inspection. The subject leader has worked hard to adjust the curriculum in line with the new version of the locally agreed syllabus 'All Our Worlds' and the teachers' planning shows that there is appropriate attention to pupils' response to their learning. Good use is made of reflection and debate throughout the school and the subject is supported by good resources. There are strong links with local Christian leaders who are regular visitors to school. Jehovah's Witnesses are supported well. They have instruction from a parent and their own religious education curriculum.
80. By the end of Year 2 pupils' knowledge and understanding is in line with the expectations of 'All Our Worlds'. The pupils identify different parts of the church and have a sound knowledge of Old and New Testament stories and teaching. Their learning is supported by visits to the church. In a well-taught lesson in Year 1 pupils learnt about Jewish weddings, acting out the ceremony and showing some empathy with the main characters, for example, the bride's mother. Very good resources, including the Huppah canopy in the centre of the room, reinforced learning well, in spite of the cramped conditions. The pupils responded respectfully and performed well.
81. In another good lesson, Year 3 pupils learnt about St. Bernadette. This was a thoughtful lesson in which pupils discussed the meaning of miracles. A well led discussion provoked some mature responses from some pupils who concluded that pilgrimages were valuable for making people feel better 'inside themselves' even if they were not cured. The pupils achieved well in this lesson and demonstrated above average understanding. The pupils in Year 5 have a good recall of the Five Pillars of Islam and a lively discussion about giving to charity developed. The similarities and differences between our giving to charity and *Zatah* were discussed. The teacher's good subject knowledge allowed her to make effective links with the pupils' personal and social development. In a good lesson in Year 6 pupils went outside to act out the *Hajj*. They have a good recall of their learning about Islam in Year 5. The pilgrimage, supported by chalk markings and the teacher's account, was carried out enthusiastically. Discussion with pupils later in the week showed they had remembered the lesson well. Good use of a website after the activity helped pupils to understand the vastness of the experience and to see the holy sites in Mecca, setting the scene for future independent study. This was a good lesson but the spiritual aspects of the *Hajj* were not adequately addressed.
82. The pupils' completed work shows a comprehensive curriculum with good links to pupils' personal, social and health education. There are good links with literacy and opportunities for extended writing, including empathetic writing in the first person. The pupils make good progress in the Years 3 to 6.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. Two physical education lessons, both in dance, three art and design lessons and one music lesson were observed during the inspection. No design and technology lessons were seen.
84. Provision in **design and technology** was sampled by looking at displays of pupils' work and discussions with teachers and pupils. The provision for design and technology is enhanced by links with outside organisations. For example, after completing whole class projects on constructing a specific technical task, selected Year 5 pupils took part in a presentation at Leicester University. Around the school there are displays and three-

dimensional objects that provide visual interest. The curriculum has been adapted recently to enable design and technology tasks to have a closer link to other topics taking place in school. For example, Year 6 pupils produce a Victorian sampler, Year 5 pupils make Tudor footwear and Year 2 pupils construct homes suitable for animals.

85. In the **music** lesson observed in Year 6, pupils' musical knowledge and skills were appropriate for their age. The lesson was challenging and most coped with singing in two parts and maintaining their repeated patterns on tuned percussion instruments well. In addition, some pupils played clarinets, the cello or keyboards, effectively integrating the extra-curricular provision for music. The pupils were encouraged to follow the standard notation to establish the lengths of the notes. This was a well-resourced lesson, supported by an additional teacher and a good range of instruments. The teaching was satisfactory but very complex instructions caused some confusion, slowing down the learning for some pupils. The pupils enjoyed their lesson and worked hard. They were preparing for a performance for the school, which added an incentive to work hard. The school uses a commercial scheme of work for music to support teachers who are not confident in the subject. The good extra-curricular provision, with recorder clubs for Years 2, 3 and 4, the choir and band, as well as the peripatetic music teachers for woodwind and strings provide a good contribution to the pupils' social and cultural development. Music is used across the curriculum. In a religious education lesson in Year 1, for example, pupils danced to a Jewish song as they celebrated a Jewish wedding.

Art and design

The quality of the provision for art and design is **good**.

Main strengths and weaknesses

- Opportunities for three-dimensional work are good
- Teaching and learning are good
- Visits and visitors enhance the curriculum well

Commentary

86. Standards are in line with national expectations and the pupils make sound progress and achieve satisfactorily. The standards are similar to those at the time of the last inspection. Pupils enjoy their lessons in art and design and talk enthusiastically about their work.

87. The quality of teaching and learning is good overall. Three lessons were seen in art and design and all were good. Pupils all have equal opportunities to take part in the planned activities and are often well supported by teaching assistants. They listen carefully to the adults and respond with enthusiasm and interest. A lesson in Year 2 provided the pupils with good opportunities to improve their abilities to work with clay. The teacher's good subject knowledge enabled her to develop the pupils' skills in sculpting and by the end of the lesson, most had produced good models of animals using two different techniques. In another Year 2 class, the pupils' skills in using tools to shape clay improved because of the teacher's clear teaching of how to model the clay. Work on display shows that the pupils' clay work is valued. For example, two very good murals made from tiles, depicting Ripley Town Hall and St Mary's Church in Chesterfield, are displayed prominently for all to appreciate.

88. The pupils are provided with a good range of opportunities for painting and drawing. They paint in the style of different artists, for example Year 6 pupils use Seurat and William Morris as the motivation for their good quality paintings and drawings. The teachers also make good links with other areas of the curriculum, Year 4 pupils painting the death mask of Tutankhamen as part of their work in history. Computers are used to improve the pupils' ability to use painting and drawing programs.

89. The school has established good links with local industry and this, together with visits from artists and sculptures, has developed the quality of the provision. For example, after making bears under the direction of a sculpture, pupils were able to visit a local brick works where their bears were fired and are now displayed in the school grounds. The visit of a professional sculpture has enabled the pupils to appreciate the skills involved in large scale wood carving. Visits to a sculpture park, participation in a community arts project and the opportunity for pupils to take part in silk painting, weaving and oil painting during a visit to an Arts Centre enhance the curriculum provision well. The co-ordinators are enthusiastic and knowledgeable and are helping to maintain the profile of the subject in the school. More opportunities to monitor the quality of teaching and learning are needed to enable standards to improve further.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- Teachers plan interesting lessons and pupils enjoy taking part
- In lessons the teachers evaluate good examples of movement and skills with the pupils
- There is a very good range of out of school activities

Commentary

90. Evidence from the lessons shows that the provision for physical education has been maintained since the last inspection. The pupils achieve satisfactorily and attain standards that are above average by the end of Year 2 and Year 6 in dance. Records show that most pupils swim the distance expected for this age group.

91. There is a good curriculum, which provides for the progressive development of a wide range of skills in all areas of the subject. Overall, teaching is good. Teachers have secure subject knowledge and use it well to provide interesting and enjoyable lessons. As a result, most pupils behave well, concentrate hard and produce good quality dance movements. Teachers have high expectations and set appropriate challenges for the pupils and in lessons seen they evaluate good examples of dance frequently in order to help pupils to improve their standards still further.

92. The leadership and management of the subject are satisfactory. It provides for a good curriculum and satisfactory resources. Extra-curricular activities enrich learning significantly. A large number of pupils are provided with opportunities to participate, for example several football clubs are run for pupils in Years 2 through to Year 6 and an athletic club encourages pupils in Years 3 to 6. Girls are provided with the opportunity to play competitive football. A tennis coach, basketball coach, Nottingham Forest football coach and a hockey coach all help to provide the pupils with a very rich range of

experiences. These experiences together with the planned curriculum, provide a good range of learning opportunities for the pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. The school has an effective approach to **personal, social and health education** which builds on the good start made in the Foundation Stage. Good relationships and a positive ethos support the pupils' personal development effectively. The teachers understand how to involve the pupils in sharing their views about sensitive issues, aspects of social awareness and behaviour. They provide a good range of opportunities for the pupils to express their opinions and to contribute to life in the community. One child wrote on a response to a questionnaire about the school, 'children can express their ideas freely'.
94. The teachers and support staff encourage the pupils to care for each other and to consider the effect of their words and actions. One child commented; 'We are sensible and kind to each other.' Discussions with the pupils also indicate that they understand the need for rules in school and in the wider society. There are planned opportunities for them to take part in discussions and to develop social skills such as learning to take turns, share, work and play together and help each other. The teachers use Class Councils and Circle Time effectively where the pupils sit together and share their views and concerns. The School Council provides representatives from each class with opportunities to discuss school issues and initiatives and to become aware of the responsibilities of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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