

INSPECTION REPORT

TEMPLE NORMANTON PRIMARY SCHOOL

Temple Normanton, Chesterfield

LEA area: Derbyshire

Unique reference number: 112638

Headteacher: Miss Pam Quickfall

Lead inspector: Mr Sean O'Toole

Dates of inspection: 7th – 10th February 2005

Inspection number: 268032

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
School category: Community
Age range of pupils: 3 – 11 years
Gender of pupils: Mixed
Number on roll: 92

School address: Elm Street
Temple Normanton
Chesterfield, Derbyshire
Postcode: S42 5DW

Telephone number: 01246 850389
Fax number:

Appropriate authority: The Governing Body
Name of chair of Mrs Barbara Marshall
governors:
Date of previous 22nd January 2001
inspection:

CHARACTERISTICS OF THE SCHOOL

Located in Temple Normanton, the school is smaller than most primary schools. All of the 92 pupils (36 girls and 56 boys) are from white UK heritage backgrounds. Seventeen of the pupils attend daily on a part time basis. The school also caters for children from Traveller backgrounds. Currently four of these pupils attend the school. Socio-economically, the area in which pupils live is below average. An average percentage of pupils are eligible for free school meals. The percentage of pupils with special educational needs is above national average and those with statements are well above average. The percentage of pupils joining the school, especially in Years 2, 5 and 6, is much higher than the national average. Attainment on admission to the school varies from year to year but is below average overall. The number of pupils attending the school has fallen steadily in recent years. There have been several headteachers and high staff turnover in recent years, and the school receives additional finance and staffing from the local education authority. The school has been part of Excellence in Cities and is linked to Sure Start.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20891	Sean O'Toole	Lead inspector	English as additional language; Special educational needs; Mathematics; Science; Information and communication technology; Religious education.
14183	Patricia Willman	Lay inspector	
22509	Gail Cowmeadow	Team inspector	Foundation Stage; English; Art and design; Personal, social and health education and citizenship; Design and technology; Geography; History; Music; Physical education.

The inspection contractor was :

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Despite substantial variation throughout the school, the quality of teaching and learning and pupils' achievement are **satisfactory** overall. Though standards at the end of Year 6 are still well below average in the core subjects of English, mathematics and science, recent changes in staffing have helped the school overcome a legacy of factors that have impeded the school's progress since the last inspection. Initiatives by leadership and management are beginning to make a satisfactory impact but the school still provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Progress in several subjects in Years 3 to 6 has not been good enough and standards in English, mathematics and science are too low at the end of Year 6
- Provision, teaching and progress in the Foundation Stage are very good
- There are weaknesses in teaching in Years 3 and 4
- Pupils in Years 1 and 2 are taught effectively and achieve well in reading, writing and mathematics
- Leadership and management of the curriculum remains weak
- Almost all pupils make good progress and achieve well in speaking and listening
- Governance is unsatisfactory

Improvement since the last inspection in March 2003 has been mostly unsatisfactory. New initiatives are taking effect, especially in improving teaching in Years 5 and 6. The school has improved assessment but standards in English and mathematics at the end of Year 6 have declined. The quality of teaching is monitored but much remains to be done to accelerate improvement in Years 3 and 4. There is more good teaching than at the time of the previous inspection. Given current levels of support for the school and determination by the headteacher and staff, there is satisfactory potential for improvement.

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	D	E	D
Mathematics	E*	A*	E	E
Science	D	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.*

Currently, **achievement is satisfactory overall**, very good in the Foundation Stage and good in Years 1 and 2. Achievement has been unsatisfactory in Years 3 to 6. Pupils in Years 5 and 6 are now making good progress but in Years 3 and 4 progress and achievement are unsatisfactory. Overall achievement in Years 3 to 6 is unsatisfactory. Most pupils in the Foundation Stage attain the expected goals for their age in personal, social and emotional development, communication, language and literacy, mathematical and creative development. The more able are working at levels in advance of their age. By the end of Year 2, standards are above average in reading, and average in writing and mathematics. The trend in improvement in recent years has been good, although standards are not as high as in 2004 due to the variation in ability between the year groups. Attainment for Year 6 pupils has declined over time. Inspection evidence points to very

recent improvement in these subjects due to effective teaching, but standards in English, mathematics and science remain too low. Standards in speaking and listening are good. High staff turnover, above average mobility, a limited curriculum and inconsistent teaching have taken their toll and standards for the oldest pupils are too low.

Numbers in each year group are very small but the trend over time shows that girls are more successful than boys in national tests in English and science and that both groups perform at a similar level in mathematics. Pupils from Traveller backgrounds generally attain less well in tests than their peers but achieve satisfactorily. Pupils with special educational needs are accurately identified and achieve satisfactorily. The school has improved its target setting and now sets sufficiently challenging goals, which the pupils are likely to attain. Pupils' attainment in other subjects varies substantially because of weaknesses in the curriculum. Standards in ICT are broadly average but they are below average in history. Pupils make satisfactory progress in religious education in Years 1 and 2 but have limited knowledge in other year groups.

Pupils have positive attitudes, form good relationships and work together effectively. These features are especially good in the Foundation Stage where the pupils thrive because of lively teaching and a stimulating curriculum. Behaviour is satisfactory overall; there were three exclusions last year for poor behaviour. **The staff provide satisfactorily for pupils' spiritual, moral, social and cultural development.** Attendance is well below average but is improving. Pupils are punctual.

QUALITY OF EDUCATION

Though the quality of education is variable and has some unsatisfactory elements, teaching, learning and assessment are satisfactory overall. Teaching in the Foundation Stage and in Years 1 and 2 is consistently good or better. Currently, Years 5 and 6 benefit from good teaching, although much of their work last term was of unsatisfactory quality. Teaching in Years 3 and 4 has several weaknesses, including behaviour management, over-reliance on undemanding worksheets and lack of pace. Strengths in other year groups include good questioning, effective class control and a balance between direct teaching and opportunities for pupils to work independently. Support is deployed effectively by teachers. The teaching of children from Traveller backgrounds and those with special educational needs is satisfactory. Skills in English and mathematics are taught satisfactorily but there is a lack of consistent opportunity for pupils to apply these skills. Pupils generally work hard and concentrate well. The school's curriculum is unsatisfactory. It lacks cohesion; pupils' skills across subjects are developed inconsistently as there are long gaps between teaching of some subjects. Pupils' work shows that design and technology, music and geography are not taught in sufficient depth and there are gaps in the provision for religious education in Years 3 to 6. There are satisfactory opportunities for enrichment. The curriculum in the Foundation Stage is good. The school has good accommodation but inadequate resources in some subjects.

LEADERSHIP AND MANAGEMENT

Leadership and management are now satisfactory. Historically, leadership has not been effective enough but the headteacher has now identified the most significant areas for improvement through a mostly accurate evaluation of the school's strengths and weaknesses and is acting upon her findings. This has been successful in improving teaching in Years 5 and 6. There is a lack of effective subject leadership. Management is satisfactory. The school runs smoothly, procedures are followed and finances and resources are managed appropriately. The school is at an early stage of using best value principles to influence decision making. Governance is unsatisfactory. Governors have a limited understanding of the school's strengths and weaknesses. Although they have

ensured that most statutory requirements are met, the legal requirement to carry out an annual recorded risk assessment and report to governors is not fulfilled.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are satisfied with the school and feel that it is improving but many have concerns about the progress made by the oldest pupils. Pupils are mostly positive about school.

IMPROVEMENTS NEEDED

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

- Accelerate pupils' progress in Years 3 to 6 and raise attainment in English, mathematics and science at the end of Year 6
- Improve teaching in Years 3 and 4 through better classroom control, more effective matching of work to pupils' ability and purposeful pace
- Improve the leadership and development of the curriculum and raise standards in history, geography, design and technology and music

In addition, the school should

- take steps to improve the quality of its governance and, in particular, to ensure that it meets the legal requirement to conduct and record formal risk assessment of the whole school

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is now at least satisfactory in most areas except in Years 3 and 4 where pupils do not make sufficient progress. Children in the Foundation Stage achieve very well and in Years 1 and 2 pupils achieve well. Standards in English, mathematics and science are not high enough at the end of Year 6.

Main strengths and weaknesses

- By the end of the Foundation Stage almost all pupils attain the expected goals for their age
- Standards are above average in reading by the end of Year 2
- Standards are too low at the end of Year 6 in most subjects
- Progress and achievement in Years 3 and 4 are unsatisfactory
- Most pupils attain well in speaking and listening

Commentary

1. Several factors have hampered improvement since the previous inspection. These include some which were beyond the school's control, including an above average proportion of pupils with special educational needs, above average pupil mobility, high staff turnover, absence through illness and the high number of headteachers at the school in the last few years. Factors within the school's control have also contributed and these include weak teaching, especially in Years 3 to 6, an unsatisfactory curriculum and well below average attendance. The current headteacher is getting to grips with these weaknesses. Recent improvements are having a positive impact on the quality of teaching in Year 6 where standards are rising, and the provision for pupils with special educational needs is now more focused. The school has revised its previously very low targets and, due to improved teaching in Years 5 and 6, is on course to meet them.
2. Most pupils start school with below average skills, knowledge and understanding for their age and they make good progress because the staff provide a stimulating curriculum and very good teaching. By the end of the reception year, almost all attain the early learning goals in personal, social and emotional development, communication, language and literacy, and mathematical and creative development. About a third of pupils are working at levels in advance of those for their age. A particularly successful aspect is the way in which pupils become well motivated learners.
3. Progress and achievement in Years 1 and 2 are good. By the end of Year 2, inspection evidence shows that standards in reading and speaking and listening are above average. Standards in writing, mathematics and science are average. Pupils make at least satisfactory progress in the other subjects and attain standards in line with those expected for their age in ICT, religious education and history. They benefit from lively and skilful teaching. National test results in 2004 showed that standards were average in reading, well above average in writing but below average in mathematics. When compared with schools in similar contexts standards were above average in reading and mathematics, and among the top five per cent of schools in writing. Variations between inspection findings and test results are due to the differences found in small cohorts. Although pupils' writing skills are not as good as in the previous year this aspect is taught well. The trend in improvement over time has been above the national

average and the dip in standards in mathematics in 2004 has been effectively dealt with through good teaching.

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

Standards in:	School results	National results
Reading	15.8 (17.0)	15.8 (15.7)
Writing	16.3 (17.0)	14.6 (14.6)
Mathematics	15.9 (17.3)	16.2 (16.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

4. Pupils’ work shows that progress in Years 3 to 6 has been unsatisfactory and that pupils have not done as well as they should. This is reflected in the trends in performance over time which show a decline in English, mathematics and science. Very good results in mathematics in 2003 were not sustained. Results in national tests in 2004 and comparisons with similar schools show that standards were well below average in English and mathematics and among the lowest five per cent of schools in science. Taking into account their attainment at the end of Year 2 these pupils made unsatisfactory and sometimes poor progress. Currently pupils in Year 6 are working at levels which are well below average in English, mathematics and science although this term there has been much improvement. Pupils’ work in the previous terms shows unsatisfactory progress. The current group of Year 5 pupils are now making good progress and are likely to attain average standards by the time they leave because of the now good teaching. The school’s data and inspection evidence show that pupils in Years 3 and 4 regress and that standards are not high enough. Teaching has failed to build on the good results in the Year 2 national tests in 2003 and 2004 and pupils are not working to a sufficiently high standard. Analysis of pupils’ work in other subjects in Years 3 to 6 reveals substantial shortcomings. Pupils are working at levels which are below those expected in science, ICT, history, geography, design and technology and music.

5. In Year 2, girls are generally more successful than boys in reading and mathematics but the very small numbers and the high number of boys makes comparisons unreliable. Inspection evidence shows that boys and girls are taught equally well. Results of tests in Year 6 show that girls attain better than boys in English and science but there is little difference in mathematics. Almost all of the pupils identified as having special educational needs are boys, which has an impact on the results given the small numbers involved. Pupils with special educational needs make satisfactory progress. Children from Traveller backgrounds make satisfactory progress but their attainment at the end of Years 2 and 6 is affected by poor attendance.

Pupils’ attitudes, values and other personal qualities

Pupils have satisfactory attitudes to their learning. Most enjoy school and respond well to the sound spiritual, moral, social and cultural values promoted by the school. As a result, their behaviour and personal development are satisfactory. Most pupils are punctual, but attendance is unsatisfactory.

Main strengths and weaknesses

- Children in the Foundation Stage have very good attitudes to school and behave very well
- Pupils in Years 1 and 2 are happy in school, keen to learn and their behaviour is good
- Relationships between pupils and between pupils and staff are mostly good
- The attitudes, behaviour and personal development of pupils in Years 3 to 6 are not as good as in other parts of the school
- Pupils' personal development is inhibited by insufficient opportunities to take responsibility and participate in the day-to-day running of the school community

Commentary

6. Pupils are provided with a satisfactory range of opportunities to develop spiritual awareness through their lessons and visits. Year 4 pupils talk of a visit they made to Eden Camp in support of their history studies, recalling the strange smell of the camp. Years 1 and 2 pupils were fascinated by their teacher's demonstration of magic tricks, keen to try them out on others. Pupils in Years 5 and 6, using the skills demonstrated by their teacher and their own creative imagination, made an interesting range of clay pots. They thoroughly enjoyed the practical nature of the task, their behaviour was good and they revelled in their teacher's praise and that of their peers. Pupils feel valued because most teachers listen to their contributions in lessons and this encourages them to participate. However, negative comments and unsatisfactory behaviour management in Years 3 and 4 undermine the confidence of some pupils.
7. As part of their cultural development, pupils learn about the lives and beliefs of others in their religious education lessons. They enjoy stories and poetry and show an open and natural curiosity about other lifestyles. Because the school promotes clear moral and social values, most pupils have an appropriate understanding of the boundaries of acceptable behaviour within the school community. Older pupils have had to cope with a number of different teachers and the inevitable impact this has had on consistency of behaviour management. There is evidence to show that this situation is now being reversed in Years 5 and 6 and pupils are responding well. Assemblies serve to reinforce the school's expectations of pupils' behaviour. Pupils say the systems of rewards motivate them to try harder. Because of the mostly good relationships between pupils, there are few concerns about bullying and several of the older pupils play with and watch out for their younger friends.
8. During their time in the Foundation Stage, the children achieve well in their personal, social and emotional development. They settle quickly into the routines of the classroom and often become absorbed in the very good range of interesting activities provided for them. They respond with enthusiasm and try hard to please their teachers. They behave very well.
9. One of the reasons for the low attendance is the sometimes prolonged absence of Traveller pupils. However, there remains a significant number of pupils who do not attend school often enough. A small number of parents do not contact the school about absence and this has resulted in a high level of unauthorised absence. The school has introduced new and satisfactory measures to improve attendance and evidence shows that they are working.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	2.5
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.

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	92	3	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 overall but the curriculum is weak, especially in the foundation subjects. Teaching, learning and assessment are satisfactory.

Teaching and learning

Overall teaching and learning are satisfactory. Assessment in English and mathematics is satisfactory but it is unsatisfactory in other subjects.

Main strengths and weaknesses

- Teaching and learning are very good in the Foundation Stage
- Teaching in Years 1, 2, 5 and 6 is good
- Most of the teaching in Years 3 and 4 is not good enough

Commentary

10. Pupils in the Foundation Stage are keen and well motivated learners who work hard and have a thirst for new experiences. This is because the teacher provides stimulating opportunities and has high expectations. Her thorough planning, based on a good understanding of how young children learn and successful use of a wide range of resources, bring learning to life. Personal, social and emotional development is fostered very well as staff use their good knowledge of individuals to set realistic challenges and to promote self awareness and skills of collaboration. Basic skills in communication, language and literacy and mathematical development are given high priority and there are opportunities for the pupils to learn how to build new words, enjoy rhymes and songs and start reading books on their own and at home. Practical counting experiences linked to the repetition of number rhymes and songs make mathematics fun and the pupils grow in confidence and competence. There is a good balance of well structured activities led by the adults and opportunities for the pupils to explore and investigate. Good knowledge of the individuals in the class means that the staff keep good track of progress and use assessment effectively to plan work which is matched very well to the pupils' abilities.
11. The good teaching of pupils in Years 1 and 2 is the result of well planned lessons, structured to include opportunities for direct teaching of new skills and activities which

challenge the pupils. Patient and focused explanations, which include crisp objectives carefully explained to the pupils, ensure that all know what is expected. The very good relationship between teacher and pupils inspires the pupils to try hard and expert use of a variety of methods of behaviour management keep all on track. Basic skills are taught thoroughly and the work is made interesting because the teacher uses a wide variety of approaches, equipment and activities to enthuse the pupils. Reading and writing receive good focus and the introductions to lessons provide opportunities to practise speaking and listening. The teacher has good understanding of the subjects and uses this knowledge well to forge good links across the curriculum. Skilful teaching, including the use of the interactive whiteboard and opportunities for the pupils to use computers to record their work, help with understanding. This was seen to very good effect in a science lesson in which the teacher used a webcam in a darkened box to show the effect of light on shiny objects. The experiment created a magical moment from which the pupils learned much.

12. In contrast, teaching and learning in Years 3 and 4 are often mundane and unsatisfactory. The teacher follows planning rigidly and does not take sufficient account of the needs of the different abilities, ages and interests in the class. This leads to unsettled behaviour and some very noisy lessons in which learning is significantly disrupted. Behaviour management is unsatisfactory and the teacher is sometimes too assertive with the pupils. The teacher fails to capitalise on the pupils' enthusiasm and sets tasks which often include the use of undemanding worksheets. These factors mean that many pupils have lost interest and the quality of work has deteriorated during this academic year.

13. Pupils' work shows that much of the teaching in Years 5 and 6 until this term has been insufficiently challenging and resulted in slow progress by pupils of all abilities. Pupils' work was poorly marked and little guidance given on how to improve. The teacher's expectations were much too low. Conversely, the current teacher expects much of the pupils and sets demanding work which stretches pupils of all abilities. Good use is made of support staff to work alongside pupils with special educational needs and work is pitched at their level enabling them to make good gains towards the targets in their individual education plans. Lessons are planned meticulously but the teacher skilfully adapts the plans as the lesson proceeds when she assessed how well the pupils have grasped any new ideas. Lessons have good pace and time targets are used to speed up pupils to improve productivity. Behaviour is managed well and the good use of praise and reluctance to accept substandard work is helping to drive up standards.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	10	6	2	1	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

The curriculum

The curriculum is unsatisfactory. There are satisfactory opportunities for enrichment. The school has good accommodation and levels of staffing and adequate resources in most subjects.

Main strengths and weaknesses

- The Foundation Stage pupils benefit from a vibrant curriculum

- There is weak subject leadership resulting in inconsistencies in developing pupils' skills, knowledge and understanding in most foundation subjects
- The use of literacy, numeracy and ICT skills in other subjects is unsatisfactory
- Good links are made between subjects in Years 1 and 2

Commentary

14. The curriculum meets statutory requirements but does not provide sufficiently well for the needs of all pupils, especially in Years 3 to 6. The curriculum in the Foundation Stage is vibrant and purposeful and the children thrive in this atmosphere, benefiting from cohesive opportunities to learn and the good use of resources. The Foundation Stage is planned thoroughly and good links are made between the areas of learning which stimulate in the pupils a desire to learn and promote personal, social and emotional development effectively. The curriculum provided in Years 1 and 2 is satisfactory because the teacher plans well and adapts the school's and national guidance to meet the needs of the pupils. There are good links between subjects in this class and pupils are encouraged successfully to use their literacy, numeracy and ICT skills across the curriculum.
15. Although the school has a long term curriculum plan, it is based too much on national guidance and is not adapted well enough to meet the needs of pupils in Years 3 to 6. Insufficient opportunities are provided for pupils to investigate, work independently, learn research skills and draw links between different areas of learning. As a result there is an unimaginative and lack lustre approach which does not promote effective learning in most subjects. Pupils' work clearly shows that too little has been expected of them and much of the planned work has been undemanding. This situation has improved much in Years 5 and 6 this term but there remain substantial weaknesses. Although subject leadership has been affected by staff changes, there has also been lack of urgency, direction and commitment to improvement.
16. The school provides a satisfactory range of extra-curricular activities, including some sport and music. Visits to places of interest and visitors to the school provide satisfactory opportunities for pupils to appreciate the wider world. The new teacher in Years 5 and 6 has planned a residential visit for next term. The school makes satisfactory provision for personal, social and health education. There is an appropriate programme of study led by the school nurse to teach about growth and relationships and some teaching about the beneficial and harmful effects of drugs.
17. The school makes satisfactory provision to ensure equal opportunities. The provision for pupils with special educational needs is now satisfactory, following good intervention of the headteacher in developing sharply focused individual education plans for the pupils. Parents are involved appropriately in reviews of their children's progress and paperwork is kept up to date. Support staff work well with these pupils and there is good attention to those who lack confidence through the provision of the positive play scheme. Children from Traveller backgrounds are fully included in lessons and the staff receive additional guidance from outside agencies to help them to understand the backgrounds and needs of these pupils.
18. Staffing levels have been improved by additional funds provided by the local education authority (LEA). Recent changes of staff in Years 1 and 2 and 5 and 6 are having a positive impact on the quality of education. Staff have appropriate qualifications, although more training is needed in managing the curriculum. There are adequate support staff who contribute well to learning, especially for those with special educational needs. The school's accommodation is mostly good and further

improvements are planned. Resources are adequate but not always used well to enhance learning, especially in ICT in Years 3 to 6.

Care, guidance and support

The school provides a satisfactory quality of care, guidance and support for pupils. There are no formal channels through which pupils can express their views.

Main strengths and weaknesses

- Children in the Foundation Stage and pupils in Years 1 and 2 trust their teachers and know that they will help them if they are unhappy
- Staff changes in the past have had a negative impact on the quality of support and guidance for pupils in Years 3 to 6
- There are good induction procedures for parents and children joining the school
- The governing body does not meet its legal requirement to conduct and record formal risk assessment of the whole school

Commentary

19. There is an appropriate awareness of health and safety issues and regular checks of the premises are carried out to ensure that the school is a healthy and safe environment. These do not, however, follow a recognised risk assessment format and they are neither recorded nor monitored. Appropriate risk assessments are completed and recorded for visits out of school. Fire drill is carried out regularly and there is good provision for first aid. The headteacher is responsible for child protection issues, but has not yet undertaken training. Pupils learn about the benefits of good hygiene and a healthy diet through their science lessons, and older pupils are given basic information about relationships and drugs. They learn about aspects of personal safety during their personal, social and health education lessons. Supervision during the mid-day break is good.
20. The children in the Foundation Stage and pupils in Years 1 and 2 have a good relationship with their teachers and other adults who work with them. This ensures that they are well supported and guided, both personally and academically. Relationships are not as good in Years 3 and 4 and the quality of the support these pupils receive is unsatisfactory. Pupils in Years 5 and 6 are now benefiting from a good level of stability and, even at this early stage, there are signs of mutual respect and good humour. This gives them the confidence to ask for help and to accept criticism when appropriate. At present, however, the older pupils do not fully understand the purpose of the targets which are set for them and this impedes the progress they make. The headteacher is a familiar and friendly figure and knows the needs of pupils well. The good induction procedures for new arrivals enable parents to be confident that their children will be cared for.

Partnership with parents, other schools and the community

The school has a satisfactory partnership with most parents, with the community and with other schools.

Main strengths and weaknesses

- Many parents have positive views about the work of the school
- The school provides good opportunities for parents to be involved in the learning of their children
- Some parents do not send their children to school regularly enough and do not advise the school of reasons for absence
- Mechanisms for transfer to secondary schools are not well established

Commentary

21. Though most parents have positive views about the school, some parents of Year 6 pupils have expressed quite strongly their dissatisfaction with the quality of education their children have received. Their education has been particularly disrupted by numerous changes of teacher and headteacher.
22. The school provides a good range of information for parents through the prospectus and newsletters. Prior to and during the inspection some parents indicated that they were unhappy with the quality of the annual reports on their children's achievements. Evidence shows that these provide a satisfactory record of what the children have done, but there is no specific detail of how well they have done. Consultation evenings are generally well attended and these provide the opportunity for expansion on the written report. The school provides parents with brief details of what their children will be learning and this allows many parents to focus their help at home. Curriculum presentations are arranged and many parents take time to attend these. Parents help with visits and a few help in school. The fund raising activities are very well supported by parents and the money raised is used to subsidise outings and visits. There are opportunities for contact between teachers and parents at the beginning and end of each day and the headteacher always makes time to speak to any parents who may have a concern. Parents were invited to complete a questionnaire last summer as a result of which policies were updated and copies distributed.
23. The school has good links with the church and pupils visit local amenities. The school nurse is a regular visitor and the pupils benefit from the courses run through the Youth Enterprise Scheme. Although the special education needs liaison between the school and the secondary schools to which the pupils transfer is good, there are no other curricular links and contact is minimal.

LEADERSHIP AND MANAGEMENT

Following intensive support, leadership and management are now satisfactory. The headteacher has a clear understanding of the issues facing the school and the capability to move the school forward. The school is managed satisfactorily but governance is unsatisfactory.

Main strengths and weaknesses

- The headteacher has a clear understanding of how to move the school forward
- Good action has been taken on improving some aspects of teaching
- The leadership of most subjects is unsatisfactory
- The governing body does not play a sufficiently challenging part in school improvement

Commentary

24. The school has suffered from substantial disruption for several years due to the high turnover of staff, changes in headteacher and, more recently, absence, through illness,

of the headteacher. These factors have hampered school improvement following the previous inspection, although recent initiatives to improve the provision in Years 5 and 6, additional support for the headteacher, involvement in the Intensifying Support Programme and planned support for teaching in other parts of the school are beginning to make an impact. Nevertheless, much remains to be done to accelerate the pace of improvement. Some issues from the previous inspection have been tackled and assessment and teaching overall are better. However, standards at the end of Year 6 are lower and the curriculum remains unsatisfactory. Given the constraints, satisfactory improvement has been made in leadership and management since the previous inspection and there is potential for further progress.

25. The school's self-evaluation is rather optimistic in some areas but its underlying principles are sound and there are clearly stated courses of action in the school's strategic plans. It includes an accurate assessment of strengths and weaknesses in most areas. Although parents of pupils in Year 6 have justifiable concerns about the frequent disruption to their children's education, the school's current actions are beginning to have a positive impact and standards are rising due to much better teaching. The headteacher has recently improved the provision for special educational needs and this aspect of school life is now managed satisfactorily. Initiatives to improve teaching and learning in Years 3 and 4 are planned. These actions indicate a determination to improve quality and are backed by support from the LEA and most staff. A strength is the leadership and management of the Foundation Stage.
26. The school is managed satisfactorily and runs smoothly. Changes in administrative staff and the introduction of systems which are understood by all are bringing cohesion to the day to day running of the school. Systems of performance management have been slow to start but now are on track, although the governing body is still involved too little. The school has received substantial financial and other support from the LEA and this has provided for additional staff and resources, which are being used well. Finances are managed satisfactorily, although the school started the year with a small deficit. Systems to monitor spending are appropriate and priorities are linked to the school's strategic plans. The school is at an early stage of using the principles of best value to set challenges and to review success.
27. The governing body is lacking in breadth and depth of experience, although governors are keen to see the school improve and are supportive of the leadership and management. They have a limited understanding of the strengths and weaknesses of the school and are not involved sufficiently in monitoring and evaluating the school's performance. They have ensured that most statutory requirements are met but do not have a good understanding of their role in ensuring that the curriculum is taught well. Policies for race equality, disability and equal opportunities are satisfactory but the legal requirement to carry out an annual recorded risk assessment and report to governors is not fulfilled.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	271,458	Balance from previous year	0
Total expenditure	277,661	Balance carried forward to the next	-6,203
Expenditure per pupil	2,770		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

28. Provision in the Foundation Stage is very good and the high quality reported in the previous inspection continues to improve. When children enter the nursery, in the September or January before their fourth birthday, their attainment varies but is generally below average. They all achieve well and most are on course to reach the early learning goals by the time they enter Year 1. More able children will exceed these in most areas of learning. The curriculum is carefully planned to provide a range of interesting, challenging and relevant activities. Leadership and management of the Foundation Stage are very good. All adults share high aspirations for the development of each child. This enables children to learn in a creative, well focused and caring environment. All aspects of progress are monitored carefully so staff are able to meet the individual needs of all, including children from Traveller backgrounds and those with special educational needs. The accommodation and resources are good, children benefit from the imaginative use of both indoor and outdoor spaces. Effective links have been established with parents who comment favourably on the provision in this class.
29. It was not possible to judge the standards attained or the quality of teaching and learning in knowledge and understanding of the world and physical development because no teaching sessions were observed. In **knowledge and understanding of the world** children are very confident and skilful when using computers, tape recorders and the interactive whiteboard. They have many opportunities to make models from construction equipment and other materials. Learning is enhanced by regular trips out of the classroom and visitors into school such as the visit of the road safety officer linked to topic work on transport. They use local trips and the good outdoor spaces to investigate the living world and are beginning to become aware of their own and other cultures as when they tasted Chinese food and made pancakes during the inspection.
30. In **physical development** the outdoor spaces and equipment for climbing, balancing, riding, throwing and catching are good. Children have a wide range of opportunities to develop their physical skills through play activities as well as regular physical development sessions in the hall. In the classroom most children handle paint brushes, scissors and pencils with good levels of dexterity because the carefully planned activities enhance their coordination. Children identified as needing additional help are given very good support and encouragement.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Routines are used very well to help children feel secure and special as individuals
- Children make very good progress because good relationships and behaviour are established consistently and unobtrusively

Commentary

31. Children achieve very well in this area of learning. The teaching of this area of learning is very good because staff focus strongly on the needs of individuals and provide a wide

range of opportunities for the children to gain confidence and to develop initiative. Although many need a lot of support to establish confidence and good relationships when they first enter the nursery, most are on course to attain the expected goals by the end of the Foundation Stage. More able children will exceed these goals. Routines such as the start and end of each day are used very well to develop children's confidence as individuals. For example, one day ended with the whole class singing in a circle on the carpet. The assistant quietly took each child from the circle as his or her parent arrived and the teacher continued to interact with those remaining. Eventually the final child had a special few minutes singing with her teacher on her own which made her feel privileged, rather than upset at being last. The consistent approach and good adult role models mean children know what is acceptable behaviour. They are continually encouraged to feel proud of their achievements and are regularly observed working very well together with minimal adult intervention.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children speak with confidence and listen with concentration because adults listen to them intently and extend conversations sensitively
- Children make very good progress in learning early reading and writing skills through very good teaching and effective involvement of parents

Commentary

32. Children start school with underdeveloped skills in this area of learning and a significant number have speech and language difficulties. These are identified early and the children receive specialist help. All children achieve very well and most are well placed to attain the early learning goals by the end of the reception year. Their speaking and listening skills develop rapidly because adults seize every opportunity throughout the day to model and encourage careful listening, and to respond to children's comments. In one session, an assistant introduced a range of new vocabulary and encouraged a group of the youngest children to use the new words as they mixed up the batter for pancakes.
33. Children make a good start in learning to read and write because the teacher uses her wealth of experience and expertise to promote achievement very effectively. Some of the older, more able children have already reached the expected goals and will exceed them by the end of the year. They are able to read familiar texts and write simple sentences using good knowledge of the sounds and letters. Planned opportunities for all children to use their skills purposefully are evident throughout the day, as when children write their names on the blackboard as they arrive in the morning, or write messages on the telephone pad in the role play building site office.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Tasks are skilfully differentiated to meet the needs of different age and ability groups
- Learning is enhanced because it is well integrated into other areas of the curriculum

Commentary

34. Children enter the nursery with limited understanding of numbers, shapes and measures. They achieve very well because teaching is very good and most are likely to attain the early learning goals by the time they start in Year 1. Some of the more able children have already reached this level. Tasks are well planned so that all children are challenged appropriately for their stage of development. For example, younger children sang and acted out a familiar counting song whilst older children recorded simple calculations related to each verse on a large whiteboard. Children are given many opportunities to consolidate and use their knowledge of numbers, shapes and measures in activities focused on other areas of learning. During the inspection they developed an understanding of length when making long and short cheese straws and when measuring with a range of equipment in their building site role play. Such links consolidate and extend their understanding well.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are encouraged to explore and experiment when working with different materials
- Provision for imaginative play is very good
- Teachers reflect on their good practice and seek ways to improve it further

Commentary

35. Children achieve well in creative development because the teachers provide stimulating experiences for all to enjoy. Most children will attain the early learning goals because of the good teaching. Wall displays and play spaces provide evidence that children have wide range of opportunities to develop their creative and imaginative ideas. They are encouraged to experiment when mixing paints, making pictures and using modelling materials. One child explored a range of possibilities before deciding on the best choice for her collage of a train track because the assistant did not intervene too soon. Children sing familiar songs well and show a good sense of rhythm when using musical instruments, although they need more opportunities to vary the volume. Role play and small world play are well organised and changed regularly to maintain the momentum. During the inspection the building site role play area provided an effective focal point for work across the curriculum around the theme of transport. This was well chosen to capture the interest of boys, who form a big majority in the class, but was carefully balanced by the post office area at the other end of the room.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Almost all pupils make good progress and achieve well in speaking and listening
- Standards in reading and writing are well below average at the end of Year 6
- The leadership of English is weak
- Pupils are given too few opportunities to use and enhance their literacy skills in other subjects

Commentary

36. Standards in the 2004 national assessments at the end of Year 2 were above the average for similar schools in reading and very high in writing. Inspection evidence indicates that the attainment of most pupils currently in Year 2 is above average in reading and average in writing. At the end of Year 6 standards in national tests are well below those for similar schools in both reading and writing and inspection evidence confirms that standards are not high enough. Progress is mostly satisfactory and good in Years 1 and 2. Additional support from the LEA is having an impact on the quality of teaching in Years 3 and 4. Pupils in Years 5 and 6 are now making good progress. Pupils with special educational needs are given appropriate support and make similar progress to their peers. Pupils from Traveller backgrounds were mostly absent during the inspection but their work shows that when they are in school they make satisfactory progress.
37. Many pupils attain average and sometimes better standards in speaking and listening. They achieve well because teachers allocate appropriate time for explicit teaching in English lessons and pupils know their spoken contributions are valued. Pupils in Years 1 and 2 explained their understanding of Victorian household artefacts clearly and at length because the teacher probed their thinking skilfully. Some pupils in Year 3 and 4 expressed thoughtful evaluations of their difficulties when working in groups, and pupils in Years 5 and 6 took on roles to argue opposing views with confidence, backing up their points with sophisticated reasoning.
38. Achievement in reading and writing in Years 1 and 2 is good as teachers build on the very good start made in the Foundation Stage. Most Year 2 pupils read accurately and use a range of strategies to work out the words they do not know. More able pupils read with fluency and expression. Parents play an active and effective role by listening to their children read regularly. Most pupils in this class write neatly and some are beginning to join their handwriting and use sentence punctuation correctly. They write in a range of formats for different purposes which are sometimes well linked to their learning in other subjects, as when they located and wrote key points from information books about the Victorians.
39. Achievement has been unsatisfactory in Years 3 to 6 in both reading and writing. Although standards are average in Years 3 and 4, many pupils have not made enough progress since they left Year 2. This is because the challenge and expectation has been too low and achievement in lessons is hindered by restless behaviour that is not managed effectively. Some of the writing in their books is of a good standard, as when

they structure their stories with paragraphs and use speech marks with confidence. Pupils in Years 5 and 6 did not do enough work in the autumn term but recent work shows good progress, and achievement has improved. This is the result of effective teaching based on careful analysis of performance to plan the next steps based on the National Literacy Strategy. Pupils in Year 6 find it difficult to talk about books and authors they know and enjoy, although most read books of appropriate difficulty with general accuracy and fluency. Pupils in Years 5 and 6 experience a good range of writing, but the presentation of their work is variable and they do not often write at length. Again there has been improvement in the current term.

40. The quality of teaching in English is satisfactory. It is good In Years 1 and 2 because it is well planned and enhanced by good links with other subjects. The impact of teaching over time in Years 3 to 6 has been unsatisfactory because work has not always been well matched to pupils' abilities and opportunities to use literacy skills in other subjects are not planned consistently. Currently teaching in Years 3 and 4 is satisfactory as the teacher has benefited from much support. The new teacher in Years 5 and 6 teaches effectively and sets challenging targets for the pupils. She has a good understanding of the ways in which to motivate and enthuse the pupils. Skilful questioning and opportunities to take part in discussions and debates are raising pupils' interest levels. The teacher has high expectations and already there are signs of good improvement and more positive attitudes from the pupils. Assessment has improved and writing is often marked carefully to show pupils how to improve their work. In the best lessons, pupils who require additional support are included and helped by questioning and tasks that are adapted to match their needs, and by teaching assistants who help them to succeed and make progress.
41. There has been unsatisfactory leadership of this subject for some time because there has been little effective monitoring across the school. Improvement since the previous inspection has been unsatisfactory but much progress has been made in the last few weeks.

Language and literacy across the curriculum

42. Pupils' skills in literacy and language are used to good effect in Years 1 and 2. They used accurate, specific vocabulary when describing Victorian artefacts and wrote labels and lists when designing the puppets they went on to make. In Years 3 to 6 such opportunities are not planned consistently enough and there is very little writing in their work in other subjects. Overall, the promotion of language and literacy across the curriculum is unsatisfactory.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils make good progress and achieve well in Years 1 and 2 and standards are average by the end of Year 2
- Teaching in Years 3 and 4 is not good enough
- Standards are well below average by the end of Year 6

Commentary

43. The number of pupils taking national tests each year is small and this results in some variation in results. The trend in performance at the end of Year 2 is broadly average. Inspection evidence shows that standards are likely to be average by the end of Year 2 showing an improvement on the previous year. Generally results in tests are higher than those of similar schools. Conversely, performance at the end of Year 6 has declined steadily and standards are well below average when compared nationally and with similar schools. Since the appointment of new teacher in Years 5 and 6 the rate of progress has accelerated, standards are rising and lost ground is being recovered. However, evidence shows that only about half of the pupils will attain appropriate standards for their age. Over time there is little difference in the performance of boys and girls in mathematics. Standards at the end of Year 6 have declined since the previous inspection.
44. Pupils in Years 1 and 2 make good progress, benefiting from effective teaching. This progress is not maintained in Years 3 and 4 where lesson observation and analysis of pupils' work shows that the teaching is weak and pupils do not achieve as well as they should. Until this term progress in Years 5 and 6 has not been good enough but changes in teaching have brought some rapid improvements in pupils' productivity, accuracy and performance. Pupils with special educational needs make satisfactory progress. Most pupils from Traveller backgrounds were absent during the inspection but their work shows that they make satisfactory progress when in school.
45. Pupils in Years 1 and 2 have a secure grasp of number and simple problem solving. They have good skills in using data and reading graphs and understand the properties of shape. More able pupils, about a third of the class, are working at levels which are above those expected for their age. Good teaching and the effective use of a wide range of resources including computers and the interactive whiteboard contribute to successful learning. Pupils work productively. The converse is true in Years 3 and 4 where teaching does not expect enough of the pupils. Weak behaviour management and low expectations result in underachievement and often untidy and poorly presented work. Pupils in Year 6 lack good mathematical experiences and have lost ground over the years. Although they are currently making rapid gains in learning, they have a limited understanding of mathematical processes and vocabulary and struggle to solve problems. Teaching in Years 5 and 6 is now good. The teacher expects much of the pupils and disciplines them effectively. She uses her good subject knowledge to pitch work at the right level and insists that the pupils produce work of good quality and quantity. Marking is accurate and in the best examples guides pupils on how to improve. In Years 1 and 2, the teacher follows up any misunderstandings thoroughly by asking well focused questions and making good use of the classroom assistant to support those who are struggling.
46. The subject leader has worked hard to bring improvements in assessment since the previous inspection and accurate records are kept which are used to track pupils' progress. Data analysis is now an integral part of managing the subject and has been used to pinpoint weaknesses and determine a good course of action in improving the teaching of the oldest pupils. Overall subject leadership is satisfactory but too little is done to bring consistency to teaching throughout the school.

Mathematics across the curriculum

47. In Years 1 and 2 the pupils have good opportunities to use mathematics in a variety of contexts including measuring their plans for puppets in design and technology and completing surveys of favourite toys in their studies of the Victorians. They present their findings well using a range of graphs and charts often incorporating the use of computers. There is insufficient opportunity for pupils in Years 3 to 6 to apply their mathematical skills in other subjects because the curriculum lacks sufficient depth.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards are average at the end of Year 2
- Standards are well below average by the end of Year 6 and pupils' achievement is unsatisfactory
- Teaching is good in Years 1 and 2
- Subject leadership is weak

Commentary

48. For too long, standards at the end of Year 6 have been among the lowest five per cent of schools and pupils' progress through Years 3 to 6 has been unsatisfactory. There has been insufficient improvement since the previous inspection. This has been because of lack of focused curriculum guidance, weak teaching and poor leadership and management. Teacher assessments show that standards at the end of Year 2 have been average and inspection evidence shows that the current cohort are working at levels which are appropriate for their age. Progress for different groups of pupils varies, with girls being more successful than boys. The performance of pupils from Traveller backgrounds is affected by their poor attendance but when in school they work at similar levels to their peers. Pupils with special educational needs generally make satisfactory progress.

49. Teaching in Years 1 and 2 is good because the lessons are planned to motivate and stimulate pupils' skills of investigation and arouse curiosity. Skilful use of the interactive whiteboard to bring experiments in light and dark to life, promotes effective learning. The teacher has good subject knowledge which she uses to plan work which is challenging and meets the needs of pupils' well. Very good discipline and much encouragement result in pupils working hard and achieving well. They have a secure grasp of each area of scientific study, an appropriate subject vocabulary and skills to design and carry out their own experiments. The excitement generated through this type of teaching is not present in Years 3 and 4 and pupils' work shows that too often they are required to complete undemanding worksheets or copy instructions. In the satisfactory lesson in Year 3 and 4 the pupils carried out a simple experiment with light and shadows but the work was very similar to that in Years 1 and 2 and is a clear illustration of lack of continuity in the curriculum. Last term pupils in Years 5 and 6 completed very little work in science and this was at a very low level. Currently, teaching of this class is good as the teacher guides pupils on how to design and carry out experiments and promotes good scientific practices by encouraging the correct use of vocabulary and processes. There has been a substantial improvement in the quality of work this term.

50. The subject has not been led and managed well for some time and this has resulted in poor standards of work in Years 3 to 6, a limited curriculum and poor assessment. There have been recent improvements but much remains to be done to secure improvement and raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils in Years 1 and 2 achieve well and attain average standards by the end of Year 2
- Standards at the end of Year 6 are below average
- Pupils in Years 3 to 6 have limited opportunities to use computers in a range of subjects
- The leadership and management of ICT are unsatisfactory

Commentary

51. Pupils in Years 1 and 2 make good progress because the teacher has good subject knowledge and provides good opportunities for the pupils to learn new skills and to apply them in a variety of subjects. Pupils are confident in simple word processing and have good skills in data handling. They make use of the Internet to research a variety of topics and also competently load, save and print their work. Progress in Years 3 to 6 is slow. Pupils have experience of word processing, multi-media presentation and basic data handling. They know how to access the Internet and make some use of information found to support topics but this work is at a low level. Pupils with special educational needs make similar progress to their peers.
52. No lessons were observed in ICT but discussions with the pupils and observations of the use of computers in other lessons shows that teaching and learning in Years 1 and 2 are good. The low level of work done in Years 3 to 6 suggests that teaching is weak. The strengths in teaching of the younger pupils include well managed lessons with direct input from the teacher and support staff to enhance the pupils' understanding. Planning in Years 1 and 2 often includes ICT and the teacher makes good use of a range of technology in lessons. She encourages the correct use of technical vocabulary and expects the pupils to use it. In other year groups, pupils have insufficient opportunities to use computers to practise and refine their basic skills. Pupils in Year 6 lack confidence in explaining simple processes and show more interest in the computer as a machine for playing games rather than as a tool for learning.
53. The subject has not developed sufficiently since the previous inspection. There has been insufficient strong leadership of the subject and assessment is weak. Planning follows the national guidelines but teachers generally do not adapt it to suit the differing needs of pupils.

Information and communication technology across the curriculum

54. In Years 1 and 2 pupils have good opportunities to use computers to support their work in a variety of subjects. There are insufficient opportunities for pupils in Years 3 to 6 to use ICT. Opportunities are missed to promote writing across the curriculum using computers to motivate pupils, especially boys.

HUMANITIES

55. Inspectors observed two lessons in religious education and history but none in geography. In addition, inspectors analysed planning and talked to the teachers and pupils about the subjects. They examined a variety of pupils' work. There is little recorded work in **geography** and most of it is of an unsatisfactory standard. The subject is taught alternatively with history and consequently there are gaps in pupils' knowledge and most are insecure when talking about their work. In Years 1 and 2 pupils have studied their local environment making simple route maps and describe accurately key features in the locality. Much of the work in Years 3 to 6 is recorded on simple and undemanding worksheets, which give little scope for pupils to practise and refine their writing skills and to extend their geographical understanding. Through their mathematical studies pupils in Years 3 and 4 know the points of the compass and some simple coordinates. The oldest pupils are currently studying the Indus Valley but they have a very limited knowledge of key geographical features. The subject has not received sufficient attention and leadership and management of geography is unsatisfactory as little headway has been made in improving the curriculum since the previous inspection.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Pupils attain average standards by the end of Year 2 because of good teaching
- Standards are below those expected by the end of Year 6
- The curriculum is weak and managed unsatisfactorily

Commentary

56. The pupils do not make sufficient progress in Years 3 to 6 in understanding the basic principles outlined in the syllabus followed by most schools in Derbyshire because the subject has lacked direction by leadership and management. Planning is superficial and links made between religious education and other areas of the curriculum, especially personal, social and health education, are not established clearly enough. Older pupils have poor recall of what they have studied and know little of the basic teachings of the world's major religions. They do not understand the importance of religion in some people's lives and have little knowledge of major religious characters. Progress of pupils of all abilities and backgrounds is unsatisfactory in Years 3 to 6.

57. In contrast, the good teaching in Years 1 and 2 promotes enthusiasm and interest and pupils are keen to find out more. They respond well to the lively teaching and prove themselves to be productive and well motivated learners. They have a secure knowledge of key events, celebrations and artefacts used in the Jewish tradition and make good use of ICT to find out about the Torah. The teacher makes good use of lessons to teach pupils to value and appreciate other's views and to show how religious belief may impact positively on behaviour and social awareness. The unsatisfactory lesson seen in Years 3 and 4 was marred by weak classroom control and low level work which the pupils found easy. Many pupils lacked concentration and although they produced an appropriate quantity of work they made little headway in understanding how basic moral and ethical principles relate to real life. Work in pupils' folders show an over-reliance on worksheets and simple colouring exercises which do little to improve knowledge and understanding. Little account is taken of the different ages and abilities in this class and the teacher's expectations are not high enough. As a result pupils

become easily distracted and behaviour is unacceptable. Work completed in Years 5 to 6 also lacks depth. Although there is a display of religious artefacts in the classroom, the pupils were unable to describe any of them or to talk about their purpose.

History

Provision in history is **unsatisfactory**.

Main strengths and weaknesses

- Achievement is unsatisfactory in Years 3 to 6
- Long gaps in the teaching of history make it difficult for pupils to consolidate their knowledge and understanding
- Artefacts are used well to give pupils lively experiences in some topics

Commentary

58. Standards are generally at the expected level in Years 1 and 2 but below average in Years 3 to 6. Pupils in Year 2 show enthusiasm for their recent work on the Victorian period. They have a good understanding of the ways in which Victorian homes were different from their own and explain clearly how household items such as flat irons were used. They are unable to talk about other periods in history or recall any stories of famous people in the past. Year 6 pupils find it difficult to talk about anything they have learned in history. They recall some aspects of their current work on a civilisation in the Indus Valley explaining how they used pictorial evidence to identify features in the ruins. They can name some periods of past time in British history but are unsure about the chronological order. Achievement is satisfactory in Years 1 and 2 but unsatisfactory in Years 3 to 6 because pupils have not learned as much as they are capable of.
59. Teaching is unsatisfactory because teachers do not expect pupils to cover enough work and tasks are not always well matched to provide a good level of challenge for different ability groups. It was satisfactory in the lessons observed and the pace of work was brisk and purposeful. In Years 1 and 2 teaching is well planned to link with other subjects as when pupils made tally charts using computers to record their favourite Victorian artefacts. In Years 3 and 4 there is photographic evidence of lively experiences dressing up in Roman armour. The subject contributes satisfactorily to pupils' spiritual, moral, social and cultural development. Teachers do not monitor pupils' progress in history and attainment is not assessed.
60. The history curriculum is delivered in a fragmented way with long gaps between units of work. This makes it difficult for pupils to consolidate their knowledge and to make progress in their understanding. Opportunities to apply literacy and numeracy skills and links with other subjects are not used sufficiently. Leadership is unsatisfactory because the subject leader has no overview of provision, planning or attainment in history and so is unable to have any impact in raising standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. Inspectors observed one lesson in art and design and music but none in design and technology and physical education. In addition, inspectors looked at teachers' planning and talked to the teachers and pupils about the subjects. They also looked at a range of completed work. Although each of these subjects is taught, there is significant variation in the quality between classes. Evidence shows that boys and girls are working at

similar levels. Art and design and design and technology are taught alternatively each term.

62. In **art and design** pupils cover an appropriate curriculum which includes opportunities to work in two and three dimensions and use a variety of materials and tools. The standards of work seen are average and there are some pockets of good work. In Years 1 and 2 pupils printed wallpaper and wove a rag rug to enhance their understanding of the Victorian homes and lifestyles. In Years 3 and 4, pupils model sculptures, using bold primary colours, having observed examples of Miro's work. They show appropriate skills in shaping their artefacts. In the lesson seen in Years 5 and 6 the pupils made good progress in developing skills using clay to make a variety of pots. They improved their techniques by practising making thumb pots, moved on to coils and then slabs. They choose their preferred style and decorated their pots using a variety of tools. Much of the work done in art and design links with other subjects, especially history. The subject contributes satisfactorily to pupils' spiritual, moral, social and cultural development. The school uses national guidelines for the subject although little headway has been made in developing assessment.
63. In **design and technology**, there is a very limited range of work available and the quality is generally below average. Pupils' skills are average in Years 1 and 2. They draw appropriate designs of puppets making use of labels and listing the materials they will use. They understand the importance of planning their models before making them. They use a range of different materials and methods of fixing and fastening their puppets. Progress and achievement in Years 3 to 6 are unsatisfactory. In Years 3 and 4, pupils use their knowledge of structures and materials to make simple photograph frames. Generally the results are of average quality but pupils have limited understanding of how to improve and modify their designs. Pupils in Years 5 and 6 have very limited knowledge of the design process and cannot recall any recent work. The curriculum is unsatisfactory as skills, knowledge and understanding are developed inconsistently and assessment is not used to pinpoint strengths and weaknesses in the pupils' knowledge.
64. In **music**, pupils learn to sing and to play untuned instruments. They have opportunities to take part school performances especially at Christmas time. Music is taught by class teachers and there is currently no music specialist on the staff. The standards of work seen are below average and achievement was unsatisfactory in the observed lesson because repetitive content and a lack of musical instruments led to disruptive behaviour. Very few pupils are given the opportunity to learn a tuned musical instrument and resources are generally limited and underused. There is an appropriate curriculum based on national guidelines but there is an over-emphasis on singing with little evidence of pupils creating musical ideas or responding expressively to the music they hear.
65. In **physical education** the available evidence indicates that pupils make satisfactory progress. Pupils enjoy good opportunities in swimming and nearly all reach the expected standard in this aspect of the subject. Pupils know the value of regular exercise and how it affects their bodies. Even the youngest pupils can explain why warm up activities are important. Resources are good with a range of indoor equipment in the school hall and both hard and grassed outdoor areas. The curriculum is enriched by after school activities such as the football club seen during the week of the inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

66. The school is at an early stage in developing its provision in **personal, social and health education**. Currently, Years 1 and 2 have a regular programme of circle times when pupils discuss relevant issues and this approach links well with developing pupils' speaking and listening skills. In the good lesson seen the teacher skilfully involved all pupils in discussing ways in which they might share. Well focused questions and a calm and purposeful atmosphere contributed to good learning. Pupils shared their thoughts and feelings well and others listened attentively. The teacher's very effective management of behaviour and awareness of the needs of individuals made a substantial contribution to making the lesson effective in promoting positive attitudes and increased understanding of the needs of others. There are plans to start a school council in the near future in order to involve pupils more in making decisions about the school's life and work. There are regular lessons in Years 3 to 6 in personal, social and health education. During the inspection Years 5 and 6 were taught about water safety as part of their swimming lessons. Pupils in Years 3 and 4 discussed friendship and relationships.
67. The school encourages an awareness of how to live healthily. Most pupils show interest in science and design and technology which contributes satisfactorily to their understanding of a healthy diet and keeping fit. There is an appropriate programme to teach the pupils about growth and relationships and involvement of the school nurse in this course of study. There is some teaching about drugs but insufficient emphasis is given to alerting pupils to their harmful and positive uses.

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	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
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	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	5
The leadership of the headteacher	4
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).