

INSPECTION REPORT

LAKESIDE COMMUNITY PRIMARY SCHOOL

London Road, Derby

LEA area: Derby

Unique reference number: 112738

Headteacher: Mr S Emsley

Lead inspector: Mrs Margaret Hulme

Dates of inspection: 18th – 21st April 2005

Inspection number: 268270

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	420
School address:	London Road Derby Derbyshire
Postcode:	DE24 8UQ
Telephone number:	(01332) 571 485
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Paul Mole
Date of previous inspection:	First inspection

CHARACTERISTICS OF THE SCHOOL

Lakeside is a new school, which was amalgamated from two other schools almost a year ago. Currently it is situated on two sites, one mile apart, in the city of Derby but is soon to move to a new site and a new school building. The school is in a busy part of Derby, in an area of mainly terraced housing, which is recognised as one of social deprivation. As part of the reorganisation programme it is heavily involved in the Derby city private finance initiative project for a new school on a new site. It is constantly working with many challenges including poor accommodation, the Foundation Stage and Years 1 and 2 split between two sites and a higher than average proportion of children with special educational needs (SEN). The poor attainment on entry to school and a high turnover of pupils are significant barriers to achievement.

Pupils are predominantly white British and about nine per cent are from minority ethnic groups. There are some children whose home language is not English and although most speak and understand English, a few are at an early stage of language acquisition. The school is larger than the average sized primary school. It has 420 pupils registered, which includes 63 part-time nursery children and 59 full-time reception pupils in the Foundation Stage. The proportion of pupils registered for free school meals (26 per cent) is well above the national average. Those with special educational needs (30 per cent) are well above average and their needs are wide-ranging and include moderate learning, speech and communication, behavioural and emotional difficulties, visual impairment and dyslexia. The proportion of those with specific statements of need is 14.5 per cent, which is much higher than the national average. Many changes and improvements have been made. There are innovative aspects to the school's work such as childcare provision and the SEN¹ unit for pupils with behavioural difficulties. It is well supported by outside agencies.

¹ Special educational needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3609	Mrs M Hulme	Lead inspector	Foundation Stage Information and communication technology
9942	Mrs S Stevens	Lay inspector	
21858	Revd D J Pryor	Team inspector	Mathematics Religious education Physical education
29995	Mrs M Walker	Team inspector	Science Geography Design and technology Special educational needs
21086	Mrs E Strange	Team Inspector	English English as an additional language Art and design History Music
28882	Mrs B Jones	Team inspector	The work of the SEN unit

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school that has worked hard in its first year since amalgamation. Staff and governors ensured a smooth merger of the two schools under the banner of Lakeside. Despite the significant barriers to achievement, such as a high turnover of pupils, low attainment on entry and poor accommodation, the school does well for its pupils. The good leadership of the headteacher, strongly supported by the governing body and all staff provides effective direction for the school's work but provision for English, mathematics and music needs more work to improve standards. Subject leaders are doing a good job but seek to be more effective in raising standards and achievement by their involvement in observing teaching. A strong factor is the inclusive nature of the school where every attempt is made to meet pupils' social and emotional needs and develop confidence and self-esteem. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher, staff and governors have amalgamated two schools very successfully.
- Provision for English and mathematics is not yet as good as that for science and standards are too low in the Year 6 national tests.
- The strong and purposeful leadership of the headteacher inspires effective teamwork but the systems for checking teaching do not include subject leaders in monitoring it first hand.
- Provision for music is unsatisfactory.
- Good teaching and significant contributions from teaching assistants impact well on learning.
- Pupils are happy at school, have very good attitudes to learning and behave very well.
- The SEN unit provides very successfully for pupils who do not respond well to school.
- There is too much unauthorised absence.

How the effectiveness of the school has changed

This is the school's first inspection, but in its first year it has made good progress. A new management structure has resulted in a more concerted approach to decision-making and more consistent implementation of policies. Improvements in behaviour management have resulted in no exclusions this year; the very good ethos in the school has led to better social skills in pupils and more support from parents.

STANDARDS ACHIEVED

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

Key: A – well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those with a similar percentage of those eligible for free school meals.

Pupils' achievement is **good** overall because the teaching is good. There is a spread of ability in each year group, including a high number of pupils with special educational needs. The standards pupils reach by Year 2 in national tests are as good as pupils in similar schools and in reading, writing and mathematics many do better. Given the low attainment on entry this indicates very good achievement. The table above shows the standards in the 2004 national tests for Year 6 were below those expected in English and mathematics but pupils did better in science. However, because the

school had only just been amalgamated, it is difficult to make a comparison with other schools in similar circumstances. Factors having an impact on those results include the high turnover of pupils because the school had found it hard to ensure pupils' success in learning the basic skills and the proportion of pupils with special educational needs who found the test situation more difficult without the supportive adults they were used to in class. When they start school many children have a lot of catching up to do but despite this they achieve very well and the majority reach the goals expected by the end of the Reception Year. In the rest of the school most pupils are working hard and achieving well overall. Standards are satisfactory overall and contrast with last year's test results. Pupils make better progress in science than in English and mathematics because they do not do enough written work those subjects. Religious education standards are satisfactory overall but could be better in the junior classes because written work is not good enough. Pupils' capability in ICT² is satisfactory overall but now needs greater use in other subjects. There are indications that pupils do well in art and physical education although music is unsatisfactory. The good provision for children with special educational needs results in good progress. In the SEN unit pupils make good progress and achieve well. Their understanding is often better than their written work. There is no distinction between standards or achievement of boys and girls or between those of children from ethnic minorities and others.

Pupils' personal qualities are very good and supported by their very good spiritual moral, social and cultural development. The school is an orderly and harmonious community. Pupils' attitudes to their work and behaviour are very good; including in the SEN unit because there are very good relationships. Attendance is satisfactory but there is too much unauthorised absence. There have been no exclusions since the school opened.

QUALITY OF EDUCATION

The school provides a good quality of education. Overall, the teaching is **good**. The very effective relationships and interesting lessons result in good learning. There is a good curriculum that provides very effectively for most groups of children but some resources such as the library are poor. The accommodation is poor and makes teaching more difficult, especially when Foundation Stage pupils are taught on both sites. The very good care, welfare and support contribute to good achievement and children benefit from the very good links with parents and the community.

LEADERSHIP AND MANAGEMENT OF THE SCHOOL

The leadership and management of the school are **good**, stemming from a strong and caring headteacher who leads the staff team effectively in providing well for this new school. Plans to involve subject leaders in monitoring teaching and learning to make them more effective are in place. Management is good and responds to new initiatives and responses from pupils, staff, governors and parents. Governance is good; governors are in close touch with the school's work and provide both support and challenge. They comply with statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have very good views of the school and are satisfied with the quality of education it provides. Pupils have very good views of the school because they have trusting relationships with staff, enjoy lessons and take part in decisions about the school through the school council.

IMPROVEMENTS NEEDED

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

- Raise standards in English and mathematics to the same level as science and improve standards in Year 6 national tests.
- Improve provision for music.

² Information and communication technology.

- Implement the plan to involve subject leaders in monitoring teaching and learning first hand.
- Continue working with parents to reduce unauthorised absence.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **good** overall and **very good** in the Foundation Stage.

Main strengths and weaknesses

- Pupils achieve well because the teaching is good.
- Children in the Foundation Stage make a good start despite having fewer communication and social skills than children usually have at this age.
- Standards in English and mathematics are not as good as in science.
- In English and mathematics pupils do not do enough written work.
- Pupils with special educational needs progress well because they are well provided for.

Commentary

1. When children start school, their knowledge, understanding and skills are limited and are well below those expected for their age because they have particular difficulties in communication, language, numeracy, dexterity and social skills. Although priority is given to developing speech and listening and this improves by the time they enter Reception, their knowledge, understanding and skills are still lower than expected for their age. Since the amalgamation they have made a good start and the majority are likely to reach the goals they are expected to reach by the end of the Reception Year. In both Reception classes there are a few children who are doing better and are almost ready to start the early stages of National Curriculum. Given their low starting point, these children are achieving very well and are well prepared for the next stage of education. Although standards in physical development are generally satisfactory, they are better on one site than the other. On one site the children's progress is hampered by a lack of some essential equipment outdoors. Those with special educational needs in the Foundation Stage progress at the same rate as others because they have the individual support they need from experienced teaching assistants. Teachers plan well for them, taking into consideration the targets in their individual education plans so that the activities provided meet their specific needs.
2. When pupils tackled the national tests in 2004 they had been amalgamated for just one month and no judgement can be made about results from year to year but it is clear that the school works with challenges that are a barrier to achievement. The school's success with pupils with special educational needs means that it is actively sought for places and every class has a significant proportion of pupils with learning and behavioural difficulties. In addition, the school works with the challenge of a high turnover of pupils, including those from the local Women's Refuge and the school records for the last year show that in the current Year 6 the turnover of pupils is 38 per cent and in Year 5 it is 36 per cent. Although it is difficult to secure children's success in learning the basic skills, teachers willingly give additional time to these pupils such as during lunchtimes.
3. When compared with all other schools the Year 2 pupils reached standards in reading and mathematics that were in line with that expected for their age and in writing they reached better standards than expected for age. When compared with schools in similar social contexts, results are better with pupils reaching much better standards in reading and writing than expected for age and better standards for mathematics. Given the low attainment on entry this indicates very good achievement. Those reaching the higher level just exceeded that of all other schools in reading and writing but in mathematics fewer pupils did so well.

There are no national tests for science but teachers' assessments show that pupils reach satisfactory standards for their age. The table below shows the average points scores.

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

Standards in:	School results	National results
reading	16.3	15.8
writing	15.5	14.6
mathematics	16.1	16.2

There were 43 pupils in the year group.

4. When compared with all other schools the Year 6 pupils reached much lower standards than expected for their age in English and mathematics but did better in science reaching higher standards than expected for their age. In English and mathematics there were a considerable percentage not reaching the standard expected because they had learning difficulties and lacked the support in tests that they were used to in lessons. Those reaching the higher level were far fewer than all other schools and a contributory factor was the difficulty staff had in ensuring success in learning the basic skills for those who had just joined the school or had several changes of school. It was a better picture in science with far fewer pupils below the level expected for age and almost half reaching the higher level. This was partly due to the practical activities that pupils enjoyed and the programme of revision from which the pupils benefited. A comparison with schools in similar social contexts shows that in English and mathematics results are unchanged. In science there is a dramatic difference because standards are well above those expected for the pupils' age. The school, assisted by the local authority, has investigated these results but not hit on the reason for any additional differences between science and other subjects in the national tests. However, the percentage of pupils reaching the statutory targets in English and mathematics shows that the school was close to reaching the 60 per cent target for English and just exceeded the 60 per cent target for mathematics. The table below shows the average points scores. There are no figures for the previous year because the school has only been amalgamated for a year and consequently no judgement is made about trends over time.

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

Standards in:	School results	National results
English	25.3	26.9
mathematics	25.4	27.0
science	29.8	28.6

There were 41 pupils in the year group.

5. Inspection findings from lessons and samples of written work show that standards in English and mathematics are satisfactory overall but in science they are better, particularly in Years 3 to 6. This is a distinct difference to the results of the national tests. In English lessons, the weaker element is writing because lessons put considerable emphasis on oral work and pupils are not given enough time to write. Such a weakness would have had a very definite impact in tests where the ability to write is an essential part of the requirements. An analysis of written work in Years 1 and 2 indicates satisfactory standards and good assessment but no sound practice in marking or extension for higher attainers, which would hamper how well they could do in tests. The analysis of written work in Years 3 to 6 shows standards of presentation and the range of provision are strong features. Assessment practice is very appropriate but opportunities for pupils to engage in self-assessment are at an early stage. In mathematics a similar weakness was found to that in English. Achievement in number work and in

understanding shape, space and measures is good and pupils have good speaking skills when talking about what they know. However, the weakness is in recording mathematical work because pupils do not have enough time to do this well. Consequently recording answers in the national tests would be difficult because they were not used to recording at the pace needed and those with learning difficulties lacked the support they usually have in lessons.

6. In the Foundation Stage, lessons show that children are working at expected levels and standards in most areas of learning are satisfactory, which is very good achievement given their low starting point. There was insufficient evidence to make a judgement about standards in creative development. The secure foundations, now established at the end of Nursery and Reception Year, are built on and overall achievement is good. The leadership of the Foundation Stage co-ordinator and the support from the assistant headteacher, who both work on the same site, has been instrumental in the teaching undertaken to overcome low attainment on entry to school. However, the distance between the two sites makes it impossible for the inexperienced Foundation Stage teachers on the other site to gain from the expertise of these colleagues by working alongside them. This will be remedied in the new school but the situation now means that on one site the teaching that influences how well children overcome difficulties is better than the other.
7. Religious education standards are satisfactory overall but could be better in the junior classes because written work indicates a lack of depth in studying world faiths. Pupils' capability in ICT is satisfactory overall and pupils' achievement is good but the difficulties experienced on one site with the facilities out of action for a considerable period of time have made it more difficult to teach the subject and hampered progress.
8. There was insufficient evidence to make an overall judgement about standards in other subjects because few lessons were seen but there are indications from those seen and in talking to pupils that standards are unsatisfactory in music but good in art and physical education. Given the school lacks suitable accommodation for physical education, particularly outdoors, and has to share that available in other premises it does a good job in providing for this subject.
9. The overall progress of those pupils with identified special educational needs is satisfactory although a number do better as they work towards the specific targets in their individual educational plans. Pupils achieve well because of very regular monitoring and the carefully thought out support that is in place, particularly in literacy and numeracy. Pupils in the SEN unit achieve well, which reflects the good teaching and the school's success in providing for the most difficult pupils. The work of pupils from ethnic minorities and those for whom English is not their home language achieve well but there was insufficient evidence to make a judgement about gifted and talented pupils.

Pupils' attitudes, values and other personal qualities

Provision for pupils' personal development is **very good including their spiritual, moral, social and cultural development**. Pupils' attitudes and behaviour are very good. Attendance is satisfactory.

Main strengths and weaknesses

- Mutual respect is the core value on which all the school's activities are based resulting in pupils' having very good attitudes and behaviour.
- The majority of pupils behave very well, are interested in lessons and try hard.
- The relationships between pupils and staff are very good and motivate children to make good efforts.
- There is too much unauthorised absence, especially on one site.

Commentary

10. The very good attitudes and behaviour throughout the school are clearly the result of the way in which every pupil is treated as having value as a person in their own right. In addition, mutual respect between pupils and staff is very strongly encouraged not only in the organisation of the school, but also in the quality and style of teaching that is commonly found in most classes. It has a good impact on behaviour, especially in the handling of the rare lapses into aggressive actions, because the younger pupils know they can appeal to the older ones. Pupils readily accept responsibility to care for one another. Pupils and parents welcome this approach. The systems, which lead to very good behaviour, are notable for their consistency and the fairness with which they are administered. The use of teaching assistants for lunchtime supervision has a good effect on behaviour at playtime because pupils know and respect them. The star system of rewards is very popular with the pupils, and the sanction of a yellow certificate, which reduces rewards the class might enjoy if anyone receives it, makes it a well-respected deterrent. Pupils have a clear understanding of what is right and what is wrong and express their views clearly. Because they are fully included in lessons and all school activities, the majority of pupils with special educational needs try hard, and really want to do as well as they can, responding very positively to all of the adults who raise their self-esteem and encourage their confidence in their own abilities.
11. The programme of PSHE³ includes regular circle time sessions in which pupils learn how to take turns and discuss together. Matters raised are often shared with the school council, which is a body of elected pupils who have a significant role in decisions about the school. A governor sits in on their meetings and reports back to the governing body. Pupils' views are considered when decisions are made about any matter ranging from the name of the school to its aims and charter. This gives a firm cohesion to the school and promotes pupils' personal development very strongly. Responses to the inspection child questionnaires show that the vast majority like being at the school; they have to work hard but lessons are interesting and fun. The majority found other children friendly and knew an adult they could go to if they were worried. Most liked the fact that they were trusted to do things on their own. They have regular opportunities to reflect on their own experiences so they come to know themselves better. This is also supported by sensitive acts of collective worship and work undertaken in religious education. The pupils come happily to school, work hard and enjoy their studies. Older pupils speak with enthusiasm about the range of work they do and of the number of opportunities they have for such activities as sport. Very significant among these are the residential trips from Year 3 to Year 6, which are effective because they extend pupils' social development.

Attendance in the latest complete reporting year (94.1 per cent)

Authorised absence		Unauthorised absence	
School data	4.7	School data	1.2
National data	5.1	National data	0.4

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

12. Attendance is satisfactory on the whole, but there are some intractable problems caused by the frequency with which some pupils move into the area and attend school for a short time, and then move on to another area and school without notice. The procedures to ensure attendance are very effective overall, but more rigorously applied on one site than on the other. The provision of the breakfast and after school clubs has had a good effect on attendance and punctuality in addition to the positive impact they have on pupils' welfare and personal development. The close tracking of punctuality and attendance figures to create competition has led to an improvement but there is still too much unauthorised absence.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

³ Personal, social and health education

The quality of education provided by the school is **good**, which reflects strengths in the quality of teaching. Although the school offers a good range of learning opportunities overall, the lack of some essential resources such as books, the poor accommodation and the fact that the school is on two sites which are one mile apart hampers how well the curriculum can be taught. Although such problems will be resolved soon when the school moves to a new site and building, nevertheless it affects the quality offered at present. Very good care, support and guidance, and very effective links with parents extend and reinforce learning.

Teaching and learning

The quality of teaching and learning is **good**. The quality of assessment of pupils' work is satisfactory.

Main strengths and weaknesses

- The partnership between teachers and assistants enables all staff to make a significant contribution to pupils' learning.
- There is an imbalance in the use of time in literacy and numeracy lessons so pupils have too little time for recording what they have learned. Consequently standards suffer in Years 3-6.
- The very good relationships established between teachers and children give a firm foundation for learning and motivate most children to make good efforts.
- The good teaching of pupils with special educational needs ensures they are included in curricular opportunities, and assistants are used effectively to support and improve their work.
- The thorough system of assessment influences the teachers' planning of lessons but lacks consistency in responding to the individual needs of children.
- The headteacher's guidance and monitoring provides good direction for the teaching.

Commentary

13. The quality of teaching is good overall with a significant amount of very good teaching and four lessons that were outstanding. There was one unsatisfactory lesson.

Summary of teaching observed during the inspection in 55 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (7%)	12 (22 %)	28 (51%)	10 (18 %)	1 (2%)	0 (0%)	0 (0%)

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

14. The amalgamation has brought together the staff of two schools and the leadership has been keen to establish one team with the same aspirations for the pupils. There is effective teamwork between teachers and teaching assistants, strongly promoted by the headteacher. The experience and expertise of teaching assistants is valued and teachers have been quick to seize opportunities where children can benefit from such a partnership. All adults expect children to work hard, but because the skills of both teachers and the teaching assistants are used well and they work in a consistent way the pupils feel secure and make good efforts. The planning of ICT lessons illustrates the value of using teaching assistants very well. They work in twos in a class without the teacher present, or sometimes work alone with a class of older pupils. When assistants support a group of younger ones in the ICT suite, the teacher can work with another group in the classroom. In this way, pupils in some larger classes get more individual advice and support and make good progress. Teamwork extends outside the classroom because the school has unit leaders who organise meetings to plan work that builds on previous learning. This results in co-operative teams.

15. In some literacy and numeracy lessons teachers were eager to reinforce pupils' speaking and listening skills but kept them sitting and talking too long as a whole class group and there was insufficient time left for writing in literacy or recording what was being learned in mathematics. The imbalance in time resulted in good standards in their oral work but standards in writing and recording mathematical work were lower than expected for the pupils' age.
16. In almost all lessons the very good relationships, which have been established between teachers and pupils, are a motivating force for improving learning. Teachers listen carefully to pupils, who know their contributions are valued, and this makes them eager to do their best work. In most lessons activities are matched carefully to their needs and enjoyment is evident; pupils are totally absorbed and often make better progress than expected. This was demonstrated well in an ICT lesson for Years 5 and 6 pupils because the teacher stimulated thinking and enthused them in their efforts to convert the information on an Excel spreadsheet into a graph. They responded well to her constant challenge to do more and better work. The excellent relationships combined with humour moved the lesson on very quickly so all completed the task.
17. Those pupils with special educational needs achieve well because they are given literacy and numeracy tasks that are appropriate for their capability. A variety of teaching methods involves pupils together and specific resources to assist their learning are used well. The strong adult partnership is influential in helping pupils achieve as well as they do.
18. There are good procedures for assessing pupils' work and the information gathered influences teachers' planning of lessons. Overall the use of assessment to keep tabs on pupils' progress in the core subjects is satisfactory but is better in Years 3 to 6 at the site where the co-ordinator is based and has regular contact with most classes. When monitoring is impeded because of the distance between the two sites practice is not always consistent. In other subjects assessment is sufficient to indicate broadly what pupils have achieved. Legal requirements are met. When children start school the assessments enable teachers to plan appropriately for development in the areas of learning and to meet the needs of individuals. Teachers know in general where children are in relation to the goals they are expected to reach by the end of the Reception Year. The Foundation Stage profiles show their good progress and achievement.
19. Under the guidance of the headteacher, the teachers try to ensure that all learning is relevant and useful to pupils' everyday lives and will have a positive impact on preparing them for later life. The headteacher's caring leadership has encouraged such initiatives as providing breakfast for pupils so they are nourished before starting lessons and are then more capable of sustained work. Sometimes there are 50 pupils using this service. The work of the SEN unit is proving to be very successful in helping older pupils, excluded from other schools, live in socially acceptable ways and take part in lessons. This may be the first time lessons have been a regular part of their lives for as much as four years.

The curriculum

The breadth of curricular opportunities is **good**. The opportunities for enrichment are **good**. The accommodation and resources are **unsatisfactory**.

Main strengths and weaknesses

- The curriculum creates a learning environment in which pupils' personal qualities are very strongly promoted and all are equally valued.
- Pupils' personal qualities are very strongly promoted and are key to their good achievement.
- A full programme of visits and outdoor education greatly enriches pupils' learning experiences.
- Provision for pupils with special educational needs is good so that they can achieve well and are fully included in all curricular activities.
- Poor accommodation hampers progress in some subjects and for some groups of children.

- The provision for music and some aspects of other subjects, including the Foundation Stage, are unsatisfactory, making teaching more difficult and preventing pupils from always doing their best.

Commentary

20. The headteacher and staff are successful in providing an inclusive curriculum that builds pupils' confidence in their own abilities and motivates an interest in learning that will last beyond their time at the school. Provision for pupils' personal, social and emotional needs underpins much of the school's work and contributes significantly to the very good behaviour and positive attitudes to learning. A healthy lifestyle is fostered not only through science but also through the everyday life of the school, from the provision of fruit and healthy snacks and active playtimes to the expert support of community professionals.
21. Many natural links between subjects increase the relevance of learning for all pupils, as in geography where both art and design and literacy combine in creating a stimulating investigation into a mountain environment. New initiatives strengthen the curriculum, such as the focus on teaching through the different ways children learn. It is beginning to extend the progress pupils make in lessons. The curriculum is planned well, helping pupils build securely on their skills and understanding in most subjects. However the provision for music is unsatisfactory and does not provide the full range of musical activities that enable pupils to achieve as well as they can. By organising the teaching of the some subjects in blocks of time there is a greater focus on teaching each unit of work. Insufficient opportunities to check teaching by observing lessons means subject leaders may not see what is done that has an impact on standards, for example, too little writing in English and mathematics.
22. The curriculum provides well for those pupils with special educational needs. Their individual education plans are reviewed regularly. Although they record precise targets and how these will be achieved they are not yet as fully integrated into lesson planning as is needed. The very good support pupils receive from teaching assistants in lessons helps them achieve success.
23. Educational visits enhance learning in all subjects, and visitors such as musicians and theatre groups share their expertise and enthusiasm with pupils. Despite the confines of the outdoor area, there are many occasions in lessons or through club activities when pupils learn new skills in sport, take part in competitive matches or visit local colleges as when Year 5 experienced cross-country running. The need to widen pupils' experiences and overcome site restrictions has resulted in a very effective outdoor education programme. Residential trips for all junior pupils bring with them a huge variety of new experiences ranging from river based activities, walking and outdoor pursuits to living under canvas and cooking for others. For those unable to take part, activities such as orienteering are arranged.
24. Although provision for Foundation Stage children is satisfactory overall, there are considerable differences between the range of resources and learning experiences offered by the two sites. One site has a designated area that provides for climbing, balancing and some physical challenge; the other has limited use of toys outdoors in the school's hard play area, which hampers their achievement in this area of learning. Experienced teachers are less able to share their expertise because of the distance between the two sites. Overall, the school's material resources are sufficient to meet curricular needs and provide adequately for teaching subjects. In mathematics, science and art they are better and contribute well to learning. However in music and English and to some extent ICT, the overall resources are unsatisfactory and restrict pupils' progress in these subjects.
25. The current accommodation provided by the two sites is well below expected standards although one site provides better, less cramped facilities than the other. At present the access and facility for those with physical disabilities is poor. The lack of a library where pupils can engage in personal study is unsatisfactory but the school has improvised a screened area at

the back of the Year 6 class until new facilities are available. Nevertheless, the staff create an informative and stimulating place to learn with attractive displays, which celebrate and value pupils' achievements. Although good use is made of nearby facilities, such as the YMCA building or the local park to compensate for lack of school facilities, teaching time is lost to travelling time.

Care, guidance and support

Pupils' care, welfare, health and safety are **very good**. Provision of support and advice based on monitoring is **good**. The involvement of pupils through seeking, valuing and acting on their views is **very good**.

Main strengths and weaknesses

- There is genuine concern for pupils and staff work hard to support them and their families.
- Support for those with special educational needs is very focused because they are well provided for.
- The evidence gathered by teachers is used well to target support where it is needed.
- The pupils have a real voice in the work of the school through the school council.

Commentary

26. This is a happy school where pupils feel secure and valued, giving them confidence in their learning. In the questionnaire, most pupils felt there was an adult they could turn to if they had a problem and the majority thought teachers were fair. Pupils' care, welfare, health and safety have a high priority in the school. The staff are vigilant and knowledgeable about pupils in their care and support them as individuals. Teachers take time to discuss any issues that arise with the whole class enabling pupils to understand and co-operate in resolving conflicts and helping others with problems. All staff, including teaching assistants, work as a strong pastoral team, supporting teachers in rewarding good behaviour or applying sanctions. Because the staff is consistent in action, pupils know exactly where they stand and what is expected of them. The very good relationships adults form with pupils help to create a calm, purposeful atmosphere in the school.
27. The care for pupils with SEN is very good. Consistent support in lessons, the importance placed on developing pupils' belief in their own capabilities and the emphasis on establishing positive attitudes to learning helps them achieve well. The close working relationships with specialist professional agencies make a significant contribution to their success in school. Full regard is given to the national Code of Conduct. Where a statement of special educational need is awarded, the school ensures that the provision is met fully and before the annual review, the pupils' views are sought and included at the meeting.
28. Pastoral information is used well to target support where it is needed. Teachers keep tabs on pupils' progress to ensure all receive the advice and support they need such as those who are at an early stage of language acquisition or working in the SEN unit. The school uses academic information effectively so teachers can plan activities that match the stage of learning and pupils can achieve success. Academic and personal success is celebrated each week at assemblies to which the parents and carers are invited. These occasions provide opportunities for pupils to gain in confidence and raise their self-esteem.
29. The school council meets regularly to discuss events in the school and has a high profile in all classes. It is a strong forum for pupils to express their views because time is provided in class to discuss what should be talked about and feedback is given about decisions made. The school values and acts upon the views and opinions of pupils, for example, about the new uniform and about suitable resources for break time. The school is eager and diligent in seeking pupils' individual views and carries out regular surveys. Pupils say they have a real voice in the school's work, they know they are listened to and views are acted upon fairly.

Partnership with parents, other schools and the community

The links with parents and the community are **very good**; those with other schools are **satisfactory**.

Main strengths and weaknesses

- The school works hard to develop a close working relationship with parents and to involve them in its work to the benefit of their children.
- Information to parents, including reports about their children's progress, is very good overall.
- Parents' views are regularly sought and they are confident the school listens and acts upon their views.
- A significant minority of parents do not support their children at home and have low expectations of what pupils can achieve.
- Very good relationships exist with the local community and partnerships with other schools are developing activities from which children can benefit.

Commentary

30. The majority of parents and carers have a good opinion of the school. Parents feel welcome and, from the time their children are registered at the school, successful relationships are established. The parents told inspectors how happy their children were in the school. The headteacher and staff are available to parents at the beginning and end of the day and any complaints are dealt with immediately. Regular meetings are held at which parents can discuss their children's work with teachers and look at pupils' work on display. Achievement assemblies every Friday are attended by many parents in order for them to participate in their children's awards. Pupils appreciate the breakfast club as it provides a good start to the day. The partnership with parents of pupils with SEN is strong and opportunities for regular contact are well established. From the earliest concerns the parents are actively involved in identifying and reviewing children's progress and support with teachers, including that provided at home. Most parents attend the annual reviews and make valued contributions to the meetings.
31. A very good range of information is provided for parents, which is of a consistently high quality, well focused and clear. Workshops for parents help them understand how their children are taught so they can help them at home. Annual reports were commented upon very favourably, the parents welcomed the information they received and thought that reports had lots of positive comments and encouragement such as '*keep up the good work*'. Comments were constructive so children knew where improvement was needed but did not feel bad about it. In scrutinising reports, inspectors found they ranged in quality from satisfactory to very good but all provided the required statutory information. Consultation meetings take place twice a year but parents do not have to wait for these because they are very welcome and have no worries about talking to staff or the headteacher about their concerns or about providing information. Newsletters have improved and parents look forward to receiving them.
32. The school seeks parents' opinions whenever changes are likely to be made, for example, on such aspects as the behaviour policy or the new school uniform. Regular surveys are carried out to gauge how well parents think the school is doing and responses to these questionnaires are mainly very supportive. Staff listen carefully to what parents tell them about their children and use this information very well to support the pupils in their learning. However, they are aware that a significant minority of parents do not make time to support their children because they have low expectations of what they can achieve. Improving this is one of the priorities in the school improvement plan.

33. The school enjoys a very good relationship with the local community and tries hard to develop links with local businesses from which children can benefit. This has been difficult to achieve other than from receipt of gifts to enhance the premises such as decorating or carpeting. The local newspaper supports the school on a regular basis and the whole community was actively involved in the school renaming process. Local councillors are invited to talk to the school council to raise their awareness of citizenship and the parents' association holds social and fund-raising events to which the wider community around the school are invited. The school values the facilities of their local YMCA for part of the physical education programme. Many parents on college courses, such as NVQ, find the school valuable for the encouragement it gives them on their work placements. The partnership with other schools is sound and apart from transfer arrangements they share training with other schools and are developing a network of information with cluster schools. The transfer of pupils to secondary school is satisfactory and their confidence stems from the support they receive from their teachers.

LEADERSHIP AND MANAGEMENT

Provision for leadership and management is **good** overall. Leadership is good, management is satisfactory with good features and governance is good.

Main strengths and weaknesses

- The clear vision and purposeful leadership of the headteacher, well supported by the deputy and assistant headteacher, provide firm direction for the work of the school.
- The successful amalgamation is the result of good teamwork by staff and governors who have the same aspirations for all the pupils.
- The commitment to inclusion has created very good relationships between staff and pupils, which strongly motivate them to achieve their best, and they respond with very good behaviour.
- The good management of special educational needs ensures pupils have effective provision and achieve success.
- The management roles of subject leaders are developing well but lack opportunities to observe teaching and learning, which would make them more effective at raising standards.
- The school is working hard to overcome the barriers to achievement.

Commentary

34. The headteacher has a clear vision and a calm, strong sense of purpose, with a systematic approach to school development and a strong desire to improve standards. He has an open and direct style, communicates well and openly, enabling the whole school community to understand what works well and where further development is needed. The headteacher is keen to encourage the development of all staff so leadership can be shared. Consequently, he receives strong support from an effective deputy and assistant headteacher. This purposeful leadership provides good direction for the work of the school. His caring attitude to staff improved the low morale that he found when taking up post and now there is a very clear sense of shared vision and purpose amongst all staff and very good relationships exist which motivate them to do their best. The headteacher has successfully created a shared sense of care and support for all pupils and, in particular, provides very successfully for pupils who do not respond well to school. This has earned the school a high reputation within the community for its work. The inclusive nature of the school and its ethos is one of its great strengths.
35. The school's uncomplicated common sense approach to amalgamation has resulted in the headteacher, staff and governors bringing this about very successfully. The leadership meets problems positively and does not create unnecessary difficulties. There has been a great willingness on the part of staff but it has worked well because of attention to detail. Key factors have been strong and visible leadership combined with whole staff involvement. Considerable consultations were held with parents and compromises were made to ensure the interests of the children and their families were met whenever possible. The split site remains a difficult

situation to work with because the two sites are one mile apart. Consequently, it is difficult for staff to monitor subjects as well as they would like. The Foundation Stage and Years 1 and 2 classes are on both sites. This is an additional difficulty because recent staff changes have resulted in the most experienced teachers of the Foundation Stage working on one site and the inexperienced ones on the other. Although the headteacher does not find this arrangement desirable and at times it works against some aspects of management, it was done to meet parents' needs and alleviate their concerns. The headteacher constantly works between both sites supporting staff over this short period, secure in the knowledge that this situation will be resolved when pupils move into the new school next year.

36. The inclusive nature of the school is well embedded and all staff have the same aspirations for the pupils. There are very good systems for promoting self-esteem and worth. A very positive ethos has been created with an emphasis on encouragement and praise, backed up by tangible reward systems. The governing body promotes the values held by the headteacher and staff. Pupils from ethnic minority backgrounds achieve as well as others. Those for whom English is not the language spoken at home are supported in lessons and becoming more familiar with English as they tackle tasks. Parents told inspectors that the good support for these pupils stemmed from patient teachers who take time to help those with limited English. The recognition of those who are gifted and talented in any subject is beginning and is one of the priorities for development this year. Parents consider that all pupils are treated fairly and given lots of individual support because staff know the children and their families well. Newcomers are welcomed to school and have a buddy to help them settle in and explain the routines. Pupils express their views through the school council and suggestion boxes are provided as another source of information for the leadership. Pupils told inspectors these systems work well because all year groups have a genuine and powerful voice in school with a proven track record on results. The school is now developing its tracking systems to record the progress of specified groups of pupils, for example, those with special educational needs and ethnic groups.
37. The SEN co-ordinator is very new to her role but already has a clear understanding of her responsibilities and has benefited greatly from her training and the guidance of the previous co-ordinator. Managing the administrative tasks very efficiently, she is very ably supported by the team of skilled teaching assistants, and particularly their team leader, and is developing a clear insight into the needs and progress of each pupil.
38. The school is working towards leadership at all levels and involving all staff including administrative and teaching assistants. Management is confident, the staff are well deployed and managers are committed to enabling the school to fulfil its vision, placing a high priority on developing staff skills. The leadership of the headteacher is gradually being shared with senior leaders and the new management structure is an important vehicle for doing this. Most subject leaders provide good support and advice to colleagues about teaching subjects. They scrutinise planning and look at pupils' work but feel they would be more effective if their responsibilities included observations of teaching. A more rigorous and systematic evaluation of teaching throughout the school is planned which will include time for subject leaders to observe teaching and give them a better understanding of what is working well and where further improvements can lead to improved standards.
39. The headteacher has consulted staff about how the initiative to make better use of teaching assistants can benefit the school. The staffing restructure has now resulted in clear guidance on roles and responsibilities. Discussions with staff about the best use of teaching assistants, together with training have empowered them to be part of school improvement. Professional challenge has spread good practice. Teaching assistants are confident when working with groups and those with greatest expertise and experience work with a whole class as when the teaching assistant taught a Year 5 ICT lesson, in order that the deputy, who was the Year 5 class teacher, could work with Year 2 in literacy.
40. The budget and finances are understood well, with regular reporting to governors to keep them properly informed. Governors understand the school's strengths and weaknesses and

financial decisions are made with educational priorities in mind. The administrator also acts as bursar and this work is carried out very efficiently. Governors and staff have a good understanding of the principles of best value and the need to use the budget they all manage to promote standards, achievement and the quality of education. Self-evaluation has led to identifying priorities very carefully and this is evident in the school development and improvement plan. The balance carried forward is four per cent of the total expenditure and is earmarked to extend learning resources and provide for any health and safety problems that need remedying to ensure pupils' welfare.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	1,056,106	Balance from previous year	39,436
Total expenditure	1,052,763	Balance carried forward to the next year	42,779
Expenditure per pupil	2,454		

41. This is an effective school that gives good value for money. In its first year, pupils reach satisfactory standards overall from a low starting point although some subjects are requiring improvement. There is good teaching and a good curriculum, which is having a significant effect on pupils' learning. The climate for learning is very good. The school is well led and managed and parents and pupils are very satisfied with the school. This is achieved at mainly average to low costs.
42. The school works with the constant challenge of several barriers to achievement, which it has been working hard to overcome. The poor condition of premises still in use results in an environment that is not as conducive to learning as it should be. Lack of outdoor space and green space limits achievement and learning opportunities. Constant health and safety problems inhibit effective learning and make teaching more difficult. Recently the headteacher had to act as caretaker on both sites for some considerable time. The low attainment on entry makes it harder to reach good results in national tests. There is a large transient population, which, despite teachers' good efforts, had an impact on national tests last year and shows little sign of decreasing.

OTHER SPECIFIED FEATURES

What is the effectiveness of the special educational needs unit?

Provision in the SEN unit is **good**.

Main strengths and weaknesses

- Pupils' achievement is at least good and sometimes very good because provision is effective.
- Consistently high quality teaching and support, results in successful learning and achievement.
- Excellent relationships result in improved attitudes and behaviour.
- Pupils benefit from the close links with parents and support from outside agencies which have a positive impact on their achievement.
- Very good leadership and management with an impressive sense of teamwork is strongly supported by the headteacher and governors.

Commentary

43. The unit was opened in November 2004 in partnership with the local authority as a 'nurture group' for junior age pupils with emotional and behavioural difficulties. There are four pupils at present who have been excluded or at risk of exclusion from previous schools. A teacher and a total of four teaching assistants, who work part time, teach them. The pupils have varying degrees of learning difficulties and work daily to individual timetables. Pupils are successfully included in school activities whenever possible because the ethos of the school encourages integration and participation.
44. Standards are below and sometimes well below those expected for the pupils' age in English, mathematics and science although levels of understanding are better than written work. For example, in a science lesson, a Year 6 pupil explained seed germination, showing a clear understanding and awareness. Pupils show more success in subjects such as physical education and art, and respond well to ICT. They make good progress against their targets and achieve well, often very well over time. A Year 4 pupil is on course to transfer to mainstream school next year and should gain the required national standards.
45. Highly skilled teaching enables pupils to make good progress. The specialist teacher has a thorough understanding of pupils' needs and plans daily programmes that are flexible because the behaviour of the pupils is unpredictable. She is strongly supported by a team of very able assistants, who contribute significantly to pupils' learning and achievement. The quality of teaching and response was particularly apparent in a science lesson, when pupils handled grass seeds in a most sensitive and revealing way, discovering facts and understanding new concepts.
46. Relationships between staff and pupils are excellent and pupils' personal development is of prime importance. Strategic planning to deal with social and emotional needs is crucial in a sometimes highly volatile situation. Staff set individual targets daily on behaviour and spend considerable time talking things through to keep a calm atmosphere. Breakfast time in the unit each morning is an important social event. Records show many improvements in pupils' attitudes and behaviour since entry to the unit.
47. The ethos of the school encourages inclusion whenever possible and pupils have access to all areas of the National Curriculum and take part in all general activities with integration into mainstream lessons wherever possible although much of the teaching still occurs in the unit. Staff work closely with the co-ordinator for special educational needs, and have effective backing from other staff across the school. Social and emotional needs are of prime importance. Staff make effective use of music and a sensory room, which is used for calming sessions. Plans to increase opportunities for creative activities, including art and drama to benefit personal development will soon be in place. Accommodation in the unit is suitable although designated outdoor provision is lacking but resources are used well. The school looks forward to the planned expansion of opportunities and facilities in the new school.
48. There are close links with parents, including home visits and school meetings to discuss their children's targets and development. Parents value the work of the unit and appreciate the great care taken in planning transfers for pupils. Support from the local authority and other agencies, including contact with professional counsellors, is valued by the school.
49. The unit is very well led and managed. Organisation is very effective and daily work planned well. The teacher in charge is very experienced and dedicated to the work. The carefully chosen assistants play a major part in pupils' all-round development. Teamwork is impressive. Individual education plans are carefully constructed and regularly reviewed. Assessment is appropriate and includes careful analysis of test results. Pupils are given the best chance possible to develop in full. There is whole-hearted support from the headteacher and governors. The SEN governor is a regular and committed helper in the unit. The headteacher visits frequently, constantly monitoring and evaluating the situation. The unit is an integral part of the school and every attempt is made to meet the complex needs of these pupils. The work of the SEN unit is a strength of the school.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall, provision in the Foundation Stage is **satisfactory**, with some good features, but is better on one site than on the other. The Foundation Stage has a Nursery class and a Reception class at each site because when the school was amalgamated a year ago the consultations with parents strongly requested that this organisation be allowed to continue until the two sites moved into a new school building in 2006. Staff and governors agreed to try and make this work but despite their considerable efforts the children at one site have better provision than those at the other site, particularly in relation to resources, outdoor area, teaching experience and expertise. There is good leadership from the co-ordinator for the Foundation Stage but at present she is part time and is unable to monitor the teaching and learning of the two teachers on the other site who are inexperienced with this age group. In particular, both teachers on one site are very good teachers and the staff on the other site would benefit from closer contact with them.

Children start school part time in the Nursery at the age of three and then move into a Reception class when they are four. At present there are 63 nursery children registered who attend for either a morning or afternoon session. The 59 reception children attend full time. When children enter Nursery a few show confidence and express their needs and wants but most have poor speech, find it hard to listen and lack the dexterity to form letters. From the beginning, a programme of activities to encourage and develop speaking and listening skills is put into action and children achieve very well on one site and satisfactorily on the other. This is because teachers on one site have to work with the challenge of a building that does not lend itself easily to the type of organisation suitable for young children. For example, space is considerably smaller for the Reception class and this makes it difficult to set out the range of play activities needed. Reception children have the opportunity to share play activities with the Nursery but this does not provide appropriately for the Reception children to extend their skills. The outdoor area, shared by Nursery and Reception is the small school playground with no green spaces, limited equipment and no provision for physical challenge.

The leadership is good and is very aware that the poor quality of the accommodation restricts the range of learning opportunities that teachers want to offer and is planning considerable improvements for when the school moves to another site with a new building in the near future. However, teachers provide as well as they can on both sites and children do achieve well overall. Both Reception classes have been introduced to aspects of the work they will undertake in literacy and numeracy in Year 1 in addition to the activities that help them develop skills in all areas of learning. By the end of the Reception Year the majority of children on both sites are likely to reach the goals they need to reach to begin the National Curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The very good relationships make children feel secure and happy and they are motivated to work hard.
- The range of purposeful play and practical activities raises children's self-esteem and influences their attitudes to their work.
- The resources to raise children's awareness of ethnic diversity are limited.

Commentary

50. The teaching is good. Children achieve well and are likely to reach the goals they are expected to reach in this area of learning by the end of the Reception Year. The very good relationships result in children who trust their teachers and are eager to please them. Most are familiar with routines and understand what is acceptable behaviour. The nursery children on the better site are particularly good at this and have achieved very well given their lack of social skills when starting school. The children settle to tasks quickly; most behave sensibly and have very good attitudes to their work because they enjoy the practical activities provided. Their self-esteem rises as they become aware that they are succeeding at what they have been asked to do, as when a nursery child, working in the ICT suite was learning to control a mouse and seeing the result on the computer screen called out, with absolute pleasure, "look at me; I'm doing it". The teachers encourage co-operation and perseverance because they want children to have a calm approach to their work and in this they are successful. All adults give lots of encouragement because they want children to feel confident to try new things. This was well demonstrated in a Reception class where children successfully made words from letters and were desperate to share their efforts with anyone who would listen. Pupils are taught to tolerate differences but teachers lack sufficient resources to raise their awareness of ethnic diversity; for example a range of dolls, dressing up clothes and cooking utensils. In the Nursery and Reception classes children are taught to take responsibility. They tidy up, help themselves to a snack in the Nursery, and reception pupils change their clothes for physical activity in the hall.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good and children achieve very well overall.
- Effective teaching of speaking and listening skills improves communication faster than might be expected.
- The emphasis given to teaching alphabet letter sounds helps children with reading and spelling.
- Teaching assistants play a significant part in supporting children's learning.
- The lack of some resources on one site makes teaching more difficult than it needs to be.

Commentary

51. Although most children have poor communication skills when they start school, the efforts made by staff overcome most difficulties by the end of the Reception Year. Most children are likely to reach the goals they are expected to reach in this area of learning by the end of the Reception Year. Overall, the teaching is good and sometimes very good in classes where experienced adults effectively use their considerable expertise of this stage. The lesson planning is consistent on both sites and adults succeed in using similar methods to teach particular skills. Children are not good listeners and some find it hard to sit quietly and concentrate in the larger group. Teachers provide a range of activities that mean children have to listen carefully to take part in the activity such as story time. There is good teaching of the basic skills and the learning of letter sounds begins in the Nursery classes. In one Reception class, children were using their knowledge of letter sounds very effectively to sound words with four letters. The teaching assistant played a significant part in their learning by helping them form letters correctly. Children were totally engrossed in this activity and having acquired the skills, used them to read with the teacher.
52. Sometimes the lack of resources hampers how well children achieve. In one reception lesson with a literacy focus the teacher struggled with a large reading book, trying to support the book and point to words at the same time. There was no stand for the book or pointer, as used in

many schools, to make the task easier. Although it was clear that the children were familiar with the story of *We're going on a Bear Hunt* they needed to see new vocabulary they were learning such as 'narrow' and the words that they loved repeating such as 'squelch squerch'. In this class a child for whom English is an additional language and who was at an early stage of language acquisition was well supported by the teaching assistant but despite the school's efforts there was no one who spoke the child's home language to aid achievement.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A range of practical activities and purposeful play are planned to extend learning, which extend children's mathematical skills very successfully.
- Teaching assistants play a significant part in supporting children's learning.

Commentary

53. From a low starting point children achieve very well and the majority are likely to reach the early learning goals in this area of learning by the end of the Reception Year. Children achieve very well because teaching and learning are good. The range of activities provided extends children's understanding and stimulates their curiosity; they explore, experiment and ask questions. At the nursery stage children explore the sand and sort and count objects they find there. They take part in simple measuring activities as they spoon out ingredients for making a cake or take a level spoonful of popcorn at snack time. Children become familiar with number names as they sing rhymes and teachers use every opportunity to reinforce counting skills. The use of number vocabulary such as *how many, tallest, shortest, under* and *over* are everyday occurrences. In the Reception classes these skills are well established and most children are adept at counting forwards and backwards with the majority managing to do so in twos, tens or fives. The children love games and this makes learning fun as in the session when they were using a dice to remove counters from the floor and realised that if they threw a larger number they could remove more counters and win the game. Teaching assistants support children very well and are encouraged to use their skills to introduce an activity and then work with groups. One such successful activity enabled children to use ten cubes to make towers using two colours, which extended their understanding about adding two groups together.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of interesting activities is planned to extend children's learning.
- Teachers use effective questioning to extend knowledge and understanding of the world.
- Effective use is made of teaching assistants who play a significant part in children's learning.
- Resources are better on one site than the other.

Commentary

54. Children achieve very well in this area of learning and most will reach the goals expected by the end of the Reception Year. Teaching and learning are good and sometimes very good. Children have many opportunities to explore, experiment and ask questions. This stimulates their curiosity and extends their understanding. In the Nursery classes they are fascinated by the different ingredients used in baking and are eager to drizzle syrup over pineapple slices and talk about the feel of pineapple as they place the rings on the baking tray. On one site

they can explore the outdoors and discover the natural world but there is no facility for this at the other site and children have to use the nearest park. However, teachers ensure children are taught the same range of work and a good example was the caterpillar diary compiled by the Nursery class on one site and the observation of hungry caterpillars and discovering what happens as they grow on the other site. Classes on both sites plant and grow seeds and beans and visit the park to observe signs of spring. Children are becoming nature detectives as when one child put a spider in a viewing pot to show others and then returned it to the garden. Teachers encourage children to observe well and they can recognise which trees are evergreen, for example. Teachers promote the use of senses very effectively giving children opportunities to do things not experienced previously such as tasting celery and cucumber. Through skilful questioning children are more aware of the need to care for the environment and have developed strong views about litter scattered about when it could be in bins. Teachers make effective links to communication, language and literacy when they provide such activities as writing about where they have travelled in a car.

55. A particular strength is the way teaching assistants contribute to the learning in such activities as those related to ICT. They are skilled at working with large groups as in a nursery lesson when children used the Dazzle program to control the mouse and extended their skills because they were supported well and explanations were clear. In a reception lesson when children were learning to control a floor robot by giving directions, the children knew what was expected of them and listened carefully before eagerly taking part and then explaining how to make it move.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory** overall.

Main strengths and weaknesses

- Teaching is good and activities are well planned for children to extend their physical skills.
- The outdoor area on one site is unsatisfactory and lacks physical challenge.

Commentary

56. Children are achieving well because the teaching is good and lessons are planned to make the best use of resources to extend the range of skills needed for physical development. The hall is used but equipment is unsuitable for the Foundation Stage although it is better on one site than the other. However, teachers plan a programme of activities, and with the help of supporting adults, use what they can with great care and safety. The children enjoy challenge and need more than wheeled toys. On one site, children use the playground, which has no equipment other than that which the teachers can carry outside and is not suited to extending physical development by helping children to refine their existing skills. In contrast the other site has a well developed outside area that provides adequately for physical challenge as it includes climbing and balancing apparatus. On this site, good use is made of the hall in raising an awareness of space and developing control and co-ordination in movement. Indoors the situation is better. Manipulative skills are improving and children extend their control of pencils, scissors and paintbrushes and learn to manipulate materials and objects. The school recognises that the outdoor area requires further development and this will be resolved when they move to the new school. Despite the difficulties, the good teaching is enabling children to develop many skills satisfactorily and the majority are likely to reach the expected goals by the end of the Reception Year.

CREATIVE DEVELOPMENT

57. Too few activities were seen in this area of learning to make a judgement about provision, standards or teaching and learning. Children are introduced to elements of singing and music making. All love singing and memorise songs. Opportunities for role-play in the imaginative area are provided but the range of resources is limited and they are used better by Nursery than Reception.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching is good and children achieve well.
- Standards in speaking, listening and reading are satisfactory but they are lower in writing.
- Relationships are very good and adults provide effective support for pupils who find it difficult to work independently.
- There is an imbalance in lessons leaving insufficient time for pupils to develop their writing skills.
- The subject leader knows what is required to raise standards but lacks time to monitor teaching and learning.
- Despite the very good attempts by staff to make the environment attractive the quality of the accommodation and resources is unsatisfactory.

Commentary

58. The most recent results of the Year 6, national tests in English show that the majority of pupils reached much lower standards than expected for their age. A considerable percentage did not reach the expected standard and far fewer pupils reached the higher level than in all other schools. The school had been amalgamated just a month before the tests and the high turnover of pupils was thought to be a contributory factor because the school had found it hard to secure pupils success in learning the basic skills. The year group included many with identified special educational needs, including some very challenging pupils, and these pupils found the test situation more difficult without the supportive adults they were used to in class. The local authority investigated the results but despite their efforts no other reasons were found. However, when inspectors investigated samples of written work they found that in Years 3 – 6, although there were strengths in the range of provision and in presentation, there was not enough writing and clearly pupils would find it hard to do well in tests that necessitated written responses.
59. The school acknowledges that in order to raise the standard of writing, pupils need improved skills in speaking and listening. They are provided with ample opportunities for this so that many pupils are now achieving well in speaking and listening. Throughout the school staff instruct pupils to work quickly in pairs to discuss ideas, prior to writing these down. This successful strategy helps pupils to feel confident and to rehearse what they want to say before they write. In Years 1 and 2, for example, pupils talk together about the outline of a story, using an illustrated story map. This gives them clues, prior to writing. Older pupils listen thoughtfully to their peers and are guided by staff when responding to others, to be sensitive. Classrooms include prompts, which remind pupils of the rules of good speaking and listening. Provision for pupils for whom English is a second language is good and additional teaching enables these pupils to access the curriculum fully.
60. Too often teachers spend disproportionate amounts of time in lessons giving explanations to the class, or questioning pupils. Consequently pupils have too little time to develop their writing skills and many lack the confidence to write fluently. Many pupils have insufficient skills to spell and punctuate their writing correctly and these aspects of writing are given too little

emphasis. Approaches are rarely consistent throughout the school and there is no clear progression from one year to the next. As a result of these weaknesses, the independent writing is of a much lower standard than the oral work, which often dominates lessons, and the reading, which takes place regularly. Writing often occurs in the final half of the lesson when pupils are less engaged and motivated and standards were often lower than expected for a significant group.

61. Teaching is good throughout the school and in Years 3 – 6 it is sometimes very good or excellent. In the best lessons, teachers work at a brisk pace and have high expectations of their pupils. As a consequence pupils make concerted efforts to complete the amount of work set. Teachers announce the available time or use sand timers, and pupils rise to this challenge. They persevere in order to receive praise or points. In one class, pupils were allowed to “phone a friend” when they needed extra help. A number of teachers are very confident because they have very good expertise in the subject. As a consequence the higher attaining pupils learn how to extend sentences with subordinate clauses and to produce complex sentences. They read their work back, and comment on the effect of the stylistic device. Others enjoy discovering the fun of words, which sound the same but have different meanings and compose witty sentences, which entertain the class. Teaching assistants form very positive relationships with pupils, and regularly support those who have special educational needs. When pupils struggle to concentrate, they are reminded of their targets discreetly so that any disruption of the class is avoided. All staff involved respond consistently because pupil records clearly explain the strategies that should be used for individual pupils. Teachers plan different tasks for groups of pupils that are appropriate for their abilities except in writing. This mostly enables them to achieve their targets. Pupils are becoming more adept at assessing honestly for themselves how successful they have been.
62. The leadership of this subject is good because the teacher concerned has started to analyse the standards pupils achieve and to provide training for staff in aspects where improvement is necessary. In order to provide greater consistency in assessment practice between staff on the two sites, an excellent portfolio of pupils’ writing has been compiled. Training has been given in the use of a data programme, which identifies the weaknesses in pupils’ performance, although, as yet, there has been no opportunity to use this programme in school and to adjust the curriculum accordingly. The subject leader regularly reads teachers’ plans and examines pupils’ work but as yet, there has been no management time for the purpose of observing colleagues teaching.
63. The accommodation fails to provide areas where pupils can relax and quietly enjoy reading books because there are no suitable spaces available. Many pupils speak fervently about reading, including discussing their favourite authors but book resources are unsatisfactory on both school sites. The school has few games, to promote skills in spelling and reading, which are essential aids in gaining the necessary skills for effective writing.

Language and literacy across the curriculum

64. The skills that pupils acquire in reading, writing, speaking and listening are being applied in many other subjects of the curriculum. In particular, pupils are most proficient and achieve well when using oral skills and by Year 6 almost all pupils are confident to discuss ideas such as hypothesising and discussing in science prior to carrying out experiments. However, there is little evidence in lessons of pupils applying their reading skills, because teachers take too much time to describe and explain instructions to the class. Writing is variable and pupils develop appropriate styles for different purposes such as descriptions of historical events, lists in design and technology, labelling and factual writing about mountain ranges and colour in geography. However, the significant group of pupils for whom writing is difficult have a limited understanding of basic skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The teaching is good, imaginatively planned and sensitively taught so pupils achieve well.
- Good use is made of talented and experienced teaching assistants to support learning.
- Relationships are marked by mutual respect and consequently behaviour is very good and lessons proceed at a good pace.
- The quality of recorded work does not do justice to the pupils' mathematical understanding.

Commentary

65. In 2004 the results of the Year 6, national tests in mathematics show the majority of pupils reached much lower standards than expected for their age. A considerable percentage did not reach the expected standard and far fewer pupils reached the higher level than in all other schools. The school had been amalgamated just a month before the tests and the high turnover of pupils was thought to be a contributory factor because the school had found it hard to secure pupils' success in learning the basic skills. Although some mathematics lessons use practical activities this is more extensive in science and pupils did better in the science tests. The year group included many with identified special educational needs and these pupils found the test situation more difficult without the supportive adults they were used to in class. In science tests such strategies as reading to pupils were used but this was not the case in mathematics. The school was concerned and asked the local authority to help them investigate but despite their efforts no further reasons were found and since the school reached just above its statutory targets for mathematics it was thought that many pupils had achieved as well as they could. However, the tests require recorded work and this was found to be a problem in lessons because pupils do not do enough of it. Consequently, a lack of mathematics recording skills could well be a factor in the test results.
66. Since this is a new school in its first year of existence no clear comparison of standards with previous years or with other schools is possible. However the standards in lessons and written work indicate that well over half the pupils reach levels appropriate for their age. This represents very good achievement for some, and good achievement for many, as they entered the school with mathematical understanding that was much lower than expected for their age. Pupils' achievement in number work, in the understanding of shape, space and measurement is good along with their verbal computation skills in using and applying mathematics. There is a good use of proper mathematical terms when pupils discuss their work and explain what they are doing. However, when pupils recorded work the standards fell because insufficient time was made and this weakness, found in most classes, has proved resistant to the good quality teaching. There is no significant difference in standards between boys and girls.
67. Overall the teaching of mathematics is good. The work in almost all classes is well planned to suit the varying levels of mathematical development and understanding that are to be found in different classes. The planned activities make good use of talented and carefully instructed teaching assistants to support different groups of pupils to achieve as well as they can. Lessons start promptly and carry on at a swift pace. Pupils enjoy the swift cut and thrust of mental mathematics in the quick fire question and answer sessions, for example, counting forwards and backwards in fives, tens, and threes or deciding whether a question in the everyday use of mathematics required the answer to be rounded up, or down, to make sense. The very high quality of relationships found in the school leads to lessons where time is not wasted maintaining order, but is all used in learning. This also ensures that pupils have a chance to enjoy the subject because they can work at it without distraction. The care with which teachers provide targets for individual pupils goes some way to overcoming the problems caused by the larger than usual proportion of pupils who join the school during each year. The teaching of the oldest pupils is especially good. This better teaching is marked by the flair teachers have for communicating their enthusiasm to the pupils, their encouragement of them to try even harder through challenging verbal comments and marking, and above all in

the way in which the subject is made exciting. Pupils know what progress they are making. At the end of most lessons they review how well they have achieved what they set out to do. In this way they become partners in their own learning.

68. The recently appointed subject leader has grasped the task of improving standards and achievement further, but is awaiting the opportunity to observe the way colleagues teach and their classes learn so that she can share her own excellent teaching skills with them.

Mathematics across the curriculum

69. There is good use of mathematical terms when pupils discuss their work and explain what they are doing. Mathematics is used effectively to support work in science and as appropriate in history and geography as incidental information. It is used effectively in ICT.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good standards by the end of Year 6 reflect the strong teaching.
- Factual scientific knowledge is thoroughly taught and pupils use the correct subject vocabulary well.
- Practical activities are the focus of lessons so pupils are really enthused by their learning and want to find out why things happen.
- The co-ordinator leads the subject well and knows what needs to be done to further improve standards.

Commentary

70. Overall, pupils achieve well in science. In 2004 the results of the Year 6, national tests show the vast majority of pupils, including many with identified special educational needs, reached the expected standard for their age and almost half the pupils reached the higher level. Inspection findings indicate that the good standards are being maintained in the current Year 6. Significant changes have been made to the way science is taught in Years 5 and 6 in order to raise standards and these contribute considerably to pupils' achievement. The 2004 teacher assessments at the end of Year 2 show many pupils do well from a low starting point and reach typical standards for their age and some do better.
71. Overall, teaching is good with a very significant proportion of very good teaching in Years 3 to 6 so that most pupils make at least good progress in their learning. Throughout Years 3 to 6 teachers have high expectations of all pupils' scientific capabilities with discussion and practical discoveries central to learning. Because they are actively involved in tasks, learning is varied and well supported, and all contributions to lessons are valued, pupils with special educational needs achieve equally as well as others. Teachers' secure subject knowledge makes them accomplished at correcting misconceptions sensitively to promote good understanding and they insist on the correct use of scientific words in explanations. In Year 6 pupils at similar stages of scientific understanding benefit greatly from the challenges offered by very skilled and focused teaching that reinforces previous learning through a wide variety of first-hand experiences. In an outstanding lesson, the less secure young scientists in Year 6 are totally engrossed in their exploration of electrical circuits and because of the teacher's thorough understanding of their needs and highly infectious enthusiasm, they confidently rise to the challenge that "*no mission is impossible*". Fewer lessons were seen in infant classes but in one lesson seen and in samples of written work there were few challenges for faster learners to extend their scientific knowledge and understanding.

72. The hands-on practical approach to teaching appeals greatly to pupils' desire to find out about science and "why?" is a question echoed in many lessons. Carefully planned, fast moving lessons, together with very appropriate teacher led demonstrations, result in pupils' very good attitudes. Encouraged to think scientifically pupils develop their enquiry skills well by making predictions, recording findings and drawing conclusions about their results. Opportunities to find the answers to specific scientific questions are evident from previous work and pupils confidently discuss the features of a fair test. Pupils make accurate measurements, but the chance to compare or analyse results and data recorded in different ways, including the use of computers, is not as evident. Although identified in tests as a less successful aspect of science, this has yet to be integrated into all teaching to build up essential skills.
73. The co-ordinator provides good leadership of science through his support for colleagues and his very clear understanding of the subject's strengths. He knows what to do to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The good teaching is having a positive impact on learning and achievement.
- The lack of facilities impedes the progress that children could make.
- Teaching assistants make significant contributions to pupils' learning.
- The poor accommodation has an adverse effect on the quality of resources the school can provide.

Commentary

74. Pupils' capability in ICT is satisfactory. Standards by Year 2 and in Year 6 are in line with the expectations for the age group and children achieve well given their low starting point. By Year 2, children use a computer competently, locate the appropriate program and use basic word-processing skills including changing font and letter size. In the lesson observed children were learning about using the new computers with flat screens and drew on some previous knowledge as they did so, although they found the background pictures so interesting they wanted to stroke them. They are learning to insert pictures to the text. By Year 6 children have developed a range of appropriate skills. Children know how to insert pictures and graphics into text, compile charts and research on the Internet. They have worked independently on a *multimedia* presentation linked to work in another subject. They use spreadsheets using Excel and are using these skills to compile and present data. In the older classes pupils assist teachers in setting up projectors with laptops to demonstrate skills on screen so that the best use is made of time in the ICT suite.
75. This is a considerable achievement because the poor accommodation has resulted in damage to the ICT suite at one site. This has put it out of action for many weeks and although the school has taken appropriate action to try and resolve this, it was still not working effectively at the time of inspection. On the other site the staff rely on using the ICT suite and some laptop computers because there are no computers in the classrooms. Consequently, this makes it difficult for teachers to give the children time to practise what has been learned in the ICT suite.
76. Teaching is good overall and occasionally outstanding. Lessons are usually varied and stimulating, which keeps pupils interested. Teaching assistants take a full part in lessons with some teaching skills while teachers are engaged in other tasks and they do this successfully because they have a secure knowledge and are familiar with pupils' capability. There have been improvements to resources such as the updating of the ICT suites on both sites, introduction of personal computers, laptops and interactive whiteboard. The headteacher has

been the driving force behind these improvements. Now that pupils are building on their skills systematically, and given that many children do not have computers at home, the school has made opportunities to practise skills during lunchtimes when those with a competency certificate can use the suite.

77. The subject leader manages the subject satisfactorily and is aware of the problems the school is experiencing, which has affected progress in the last year. She has a clear view of what is needed to raise standards and this is reflected in the action plan that includes a more effective system of assessment, improvements in the use of interactive whiteboards in classes and further training for staff to extend confidence. There are plans to extend the subject leader's role to gradually encompass the observation of teaching so advice and guidance can be specific rather than general.

Information and communication technology across the curriculum

78. At present the use of ICT in other subjects is satisfactory. In the last year, since the amalgamation, one site has been able to do this better than the other because of accommodation difficulties referred to earlier. Now links with literacy, mathematics, art and history are established and this is an area for further development in the school improvement plan. Opportunities to use ICT as part of designing and making are not yet in place and more opportunities are needed in science.

HUMANITIES

As geography and history were sampled and few lessons seen, no overall judgement about provision, standards or teaching and learning can be made but there is a full report about religious education.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There is not enough written work in Years 5 and 6.
- Insufficient time is made for the subject in some junior classes.
- The subject contributes well to pupils' personal development.

Commentary

79. Standards are satisfactory overall. Regular lessons are undertaken in Years 1 to 4, and standards are broadly in line with the recommendations of the locally agreed syllabus but the standards of older pupils rely more on the quality of the oral work. Planning of the subject, though generally satisfactory, lacks coherence. Some planning is based on the Derby City Agreed Syllabus, as it should be, while some is based on other sources.
80. The subject is stronger in Years 1 to 4 than in Years 5 and 6. This is largely due to the imbalance of time allocated and the pattern of lessons in different years. The younger pupils have a regular weekly lesson whereas religious education for the older pupils is blocked into a half day once or occasionally twice a term. The total allocation of time is below that recommended, and the long periods between sessions reduce the amount of knowledge that is retained. While the degree of understanding by the older pupils of mainly moral issues is good, their knowledge about religions studied is shallow and tentative. The low level of recorded work among the older pupils also reduces their opportunities to become familiar with information about religions other than Christianity.

81. It was not possible to see any teaching in the junior classes but in the infant classes teaching was good in Year 1 and satisfactory in Year 2. The planning for Year 1 was appropriate for the age group and involved pupils in using previous knowledge, answering questions and sharing experiences. Time was made for writing which pupils attempted with care and attention to presentation. It was a good example of incorporating religious education and PSHE. In the Year 2 lesson the pupils learned what they were supposed to do and were generally interested in what was planned but the religious content was slight. Teachers plan regular visits to the local church and the local incumbent, who is a governor, takes a close interest in religious education and supports some of the teaching about Christianity. Good use is made of religious objects in teaching, and some use is made of visits to places of worship such as the mosque and gurdwara. However, there is insufficient follow-up to ensure that the older pupils retain a clear knowledge of what they have seen and heard. The subject makes a significant contribution to the provision for the pupils' spiritual, moral, social and cultural development. Pupils show some of the qualities of openness, understanding, empathy and concern for others when talking about the subject.
82. The subject leader's knowledge of how the subject is taught throughout the school is sketchy. She has received some in-service training, especially related to the introduction of the new Agreed Syllabus but this has not yet been translated into effective development for the staff as a whole. The reports to parents are inconsistent because in some classes there is an informative section on religious education but in other classes this is more a list of work covered rather than an assessment of how each child has achieved.

Geography

83. In **geography**, the planning for teaching and learning is strongly influenced by the national scheme of work, and is well established through a two-year programme of blocks of teaching time that make sure the subject can be studied in depth. Visits and residential trips to areas beyond the city widen pupils' experiences of geographical landscapes and introduce them to new environments. The local area is used to identify the use made of the buildings; photographic trails are followed, and this is extended when leisure time and local employment are the focus of the studies. Asking geographical questions is central to good progress whether tracking the worldwide voyages of Christopher Columbus in Year 2 or studying a contrasting settlement in India in Years 3 and 4. Effective use is made of photographs and taped sounds. Pupils use world maps to find out about routes and use the Internet to research information. Work in geography and other subjects is often linked successfully. The co-ordinator provides sound leadership and is eager to widen her role. Although beginning to work closely with the governor with specific interest in geography, she has no opportunities to check how effectively the subject is taught and how well pupils are doing.

History

84. In history there is a range of opportunities for pupils to develop the necessary skills and understanding. Imaginative approaches used by teachers have stimulated pupils successfully. For example, when studying the ancient Greeks, pupils have the opportunity to make mosaics and Greek urns, to design a chariot and to make props, which are used in the production of an adapted Greek myth. Older pupils demonstrate their empathy when discussing the comparison of lifestyles of rich and poor in the Victorian age. Because they trust that their views will be received sensitively, pupils are not afraid to disclose their feelings. They talk about how life might have been for the poor families in society. In the one lesson seen teaching was very good. Teacher expertise was used well to focus on key questions and these are used effectively in lessons. For example, the Year 1 pupils were presented with a naval uniform and model of the ship the Endeavour, and then asked to consider who was Captain Cook. In response to the pupils' guesses, the teacher replied, "Well done. What clue did you use to find out the answer?" In this way, pupils are learning to observe detail carefully and that historical enquiry is based on evidence. Their fascination and enthusiasm is developing well. Although the subject leader believes that there is good progression throughout the school, as yet the process of evaluation is at an early stage.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in design and technology and art. Music and physical education were sampled. No overall judgement is made about provision, standards or teaching and learning in these subjects.

Art and design

85. In art the discussions with pupils and samples of work provide a strong indication that pupils achieve well. Their work is regularly assessed and this is based upon the drawing of a seated figure, which is an annual exercise. In addition, pupils' individual sketch books provide evidence of the marked improvements that develop well over time, as pupils become skilled in using shading, tone and colour to good effect and in applying the rules of perspective to their work. Teachers incorporate art into a variety of topics so that there are good links between this subject to geography, history and science. By the age of seven, many pupils have an appreciation of the difference between artists and what they were trying to achieve in their work. For example, when comparing the self-portraits of Rubens and Van Gogh, one pupil had recorded, "This man looks more real, but the first artist does not. He was more interested in colour". The subject leaders' own enthusiasm is demonstrated in the high quality of the pupils' work that is well displayed throughout the school, and makes a real impact.

Design and technology

86. In design and technology displays and photographic records of their work throughout the school indicate that pupils create well-finished products. Teachers' planning for the subject follows the national guidance and is taught in blocks of time. Skills are investigated and practised well. For example, pupils in Years 3 and 4 found out how a simple pneumatic system operated, rehearsed it and built it effectively into their designs before assembling "Moving Monsters". Good links are established with work in other subjects such as designing and making erupting volcanoes as part of their geographical work on mountains in Years 5 and 6. Children in Years 1 and 2 investigated the ways hats are made and the component parts joined together and after making them extended this interest to writing about the uses of a variety of hats such as those that protect them from the sun. Opportunities to use ICT as part of designing and making are not yet in place. The co-ordinator provides guidance and support for colleagues, but his management role is underdeveloped because it does not include the monitoring of teaching and learning first hand, which would provide a better idea of how well the teaching is impacting on standards.

Music

87. In music, the lesson seen and discussions with pupils provide strong indications that children have poor knowledge of percussion or the names of simple untuned musical instruments. They enjoy singing and giving musical performances, but children in Years 3 – 6 did not understand what was involved in composing and did not recall any simple musical terminology. The school has tried to extend pupils' opportunities by providing peripatetic instrumental tuition and sometimes these pupils have the opportunity to perform to others, such as in assembly. However, there is little evidence to show that the school values this subject highly and makes sufficient provision for it.

Physical education

88. In physical education the programme provided by the school is good despite the limitations imposed by the lack of outdoor space and the split site. The physical activity and talking to pupils indicate that standards are better than the pupils' ages would suggest, and they

achieve well. To overcome the limitations, the school hires space from a neighbouring organisation for games and athletics practice. The two halls, one on each site, are well used for this subject. In the older of the two buildings the space available in the hall is limited because of the storage of equipment but both halls are used very effectively for gymnastics and dance. Games and athletics are taught, and the school engages in competitions with other schools. Swimming is taught in Year 4, and most pupils complete the basic requirements. Outdoor and adventurous activities are undertaken during the annual residential trips. These are a significant feature of the subject and contribute well to pupils' personal development. Some enthusiastic pupils take part in physical activities out of school, which the school encourages. In another bid to raise the profile of the subject and to encourage pupil participation, the school successfully achieved an Active Mark certificate. The subject is supported by range of sporting clubs and out-of-school activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in personal, social and health education (PSHE) is **very good**.

Main strengths and weaknesses

- There is a wide-ranging programme of work which maintains pupils' interest.
- The very good relationships encourage openness during discussions and contribute well to the pupils' personal development.
- Good emphasis is given to healthy living.

Commentary

89. This very effective provision underpins the work of the school and contributes significantly to the very good behaviour and attitudes seen during the inspection and the very good provision made for pupils' personal development throughout the school. Standards meet the requirements of the school's programme of work by Year 2 and in Year 6. In Years 1 and 2 the work is often related to social development such as how pupils relate to one another or to close family groups as well as other children in school. There is some emphasis on living in a harmonious community and social responsibilities within the larger class group. Circle time has been introduced and on these occasions the whole class gathers together to share thoughts and feelings, which they do readily because they have trust in their teachers and know what they say is valued. The governing body has not yet approved the scheme of work, but practice is good and in the junior classes the PSHE programme is often taught through other subjects such as history. For example, when learning about the distinctive features of a Victorian school there is some emphasis on toleration and understanding and making comparisons between rich and poor.
90. The school council debates have an impact on decision-making and community awareness. Sex and relationships education is part of the science programme in Years 1 and 2 and questions are answered honestly appropriate to pupils' level of understanding. In the junior classes it is developed with the school nurse, dealing with changes in body and emotions as pupils approach puberty. Parents can see the materials used and also attend an open evening so they know what has been taught and can follow up any further discussion at home. Drugs education, which includes tobacco and alcohol misuse is addressed through science, the PSHE programme and supported by visits from the community police officer. The school actively promotes a healthy lifestyle with access to water throughout the day. Healthy snacks such as fresh fruit and low fat and low salt foods are available each day.
91. In the few lessons seen teaching was good. The very good behaviour management and trusting relationships gave pupils the confidence to share their views and express opinions. They take pride in responding to questions, which promotes their self-esteem. The teaching

assistants work at lunchtime, which gives continuity and emotional stability for pupils as well as opportunities to be involved in clubs and activities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

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

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	4

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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