

# INSPECTION REPORT

## **DALLIMORE PRIMARY SCHOOL**

Kirk Hallam, Ilkeston

LEA area: Derbyshire

Unique reference number: 112675

Headteacher: Mrs J Scola

Reporting inspector: Mrs J E Platt  
11565

Dates of inspection: 3<sup>rd</sup> – 7<sup>th</sup> April 2000

Inspection number: 190351

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:	County
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Dallimore Road Kirk Hallam Ilkeston Derbyshire
Postcode:	DE7 4GZ
Telephone number:	0115-9320741
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr B Killeavy
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J E Platt	Registered inspector	English English as an additional language Equal opportunities	What sort of school is it? School's results and achievements How well are pupils taught? What should the school do to improve further?
Mr M Romano	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its' pupils How well does the school work in partnership with parents?
Mrs M Leah	Team inspector	Under fives Music	
Mr J Haves	Team inspector	Religious education History Geography Special educational needs	
Mrs J Gibson	Team inspector	Science Art Physical education	How good are the curricular and other opportunities offered to pupils?
Mr E Morris	Team inspector	Mathematics Information technology Design and technology	How well is the school led and managed?

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The Registrar  
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Alexandra House  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Dallimore Primary School is much bigger than other primary schools having 422 boys and girls on roll. The proportion of pupils eligible for free school meals (28 per cent) is above the national average. The number of pupils coming from homes where English is not the first language is low. Currently, 16 per cent of pupils are on the school's register of special educational needs and 12 pupils have formal statements of need. Economically and socially, the area served by the school is rather less favoured than the overall picture nationally. Attainment on entry to the school is generally below that expected for children of this age.

### **HOW GOOD THE SCHOOL IS**

Since the last inspection the school has been effective in raising standards in English, mathematics and science by the time pupils leave school. The overall quality of teaching is good and has had a significant impact on the improvement in standards. At the time of the inspection the school had an acting headteacher replacing the headteacher who was absent on grounds of ill health. Overall leadership and management are satisfactory and have been successful in creating a caring school where the efforts of all pupils are valued. The school manages its budget prudently and provides sound value for money.

#### **What the school does well**

- Overall the quality of teaching is good and has a positive impact on pupils' learning.
- The progress pupils make is good in Key Stage 2 for pupils of all abilities.
- Nursery provision is very good and children experience a rich and wide range of experiences.
- Pupils behave well and relationships throughout the school are very good.
- The links with parents and their involvement in the school are very good. Parents make a very positive contribution to children's learning.

#### **What could be improved**

- Overall standards at the end of Key Stage 1 could be raised.
- Standards in information technology could be improved.
- Provision for religious education to meet statutory requirement and so raise standards at Key Stage 1.
- Overall management of the school: staff with additional management responsibilities have insufficient opportunity to fulfil these roles.
- Teachers' planning: it does not include enough detail about what the teachers want the pupils to learn and insufficient use is made of assessment information to match tasks to pupils' needs.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in November 1996 and has made satisfactory progress in response to the key issues identified in the previous report. Standards in music have improved and the legal requirements for collective worship are now met. Some new assessment procedures are in place but information gained from these assessments is not always used to identify what pupils need to tackle next. Provision for higher attaining pupils has been partially resolved in Key Stage 2 with an increase in the number of pupils exceeding the national average at the end of the key stage. This has been less successful in Key Stage 1 and requires further attention to ensure the needs of these pupils are met. The role of curriculum co-ordinators remains an aspect requiring further attention to ensure staff with management responsibilities are clear about their role and have opportunities to fulfil them. The quality of education, including the quality of teaching is now better than that reported in the previous inspection and this has led to rising standards as pupils leave school.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			similar schools	
	1997	1998	1999	1999	
English	E	E	D	C	well above average    A above average        B average                 C below average         D well below average    E
Mathematics	E	E	E	D	
Science	E	C	C	B	

The information above shows that standards in 1999 in English were below average, in mathematics were well below average and in science were average. When compared with similar schools standards were below average in mathematics, average in English and above average in science. Standards have been gradually rising as the school has responded to concerns raised in the last report and has adopted the National Literacy and Numeracy Strategies. Teaching has improved and this has led to an increase in the number of pupils exceeding the national average. Evidence from the inspection shows standards of work to be below average in mathematics and average in English and science by the time pupils leave school. The school has exceeded the targets agreed with the Local Education Authority and the governing body intends to raise these levels.

Attainment on entry to school is below that found in most schools. Although pupils make satisfactory progress pupils' results in national tests for seven-year olds were well below the national average in 1999. Results were also well below average for similar schools. Inspection evidence indicates that although more pupils are attaining the national average very few exceed this level and overall standards at the end of Key Stage 1 are below average in English, mathematics and science. In Key Stage 1, the school does not teach all aspects of the locally agreed syllabus for religious education and standards in this subject fail to meet the required level.

Pupils' skills in information technology are below average. The school has addressed this concern by raising funds for new resources and providing more detailed guidelines for teaching the subject.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic and eager to learn.
Behaviour, in and out of classrooms	Good. Behaviour is good in the vast majority of lessons and pupils are able to work in an orderly atmosphere. In the dining room and on the playground pupils co-operate and play together successfully.
Personal development and relationships	Good. As they leave school pupils have a mature approach to their work and carry out assigned responsibilities well. Relationships are very good and the school has a positive, caring ethos.
Attendance	Unsatisfactory. Attendance figures are slightly below the national average.

Pupils' good behaviour ensures pupils enjoy school. Pupils are hard working and particularly in Key Stage 2 are ready to respond to high expectations. The school's system to monitor and promote attendance lacks sufficient emphasis on the importance of regular attendance.



## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Overall teaching is good. In 98 per cent of lessons seen teaching was satisfactory or better and in 61 per cent it was good and better. Very good teaching was seen in 14 per cent of lessons and two per cent was excellent. Teaching was best in the nursery and in Years 5 and 6. Teaching for the under fives was good, and better in 72 per cent of lessons seen. The nursery is organised extremely well and a rich curriculum leads to children enjoying learning and making very good progress in acquiring new skills. A significant factor in the high quality teaching in Years 5 and 6 is tasks set that challenge pupils so they produce their best work. This is less apparent in Key Stage 1 when pupils are often set the same tasks and higher attaining pupils have insufficient opportunities to work at a level that enables them to make good progress. In Key Stages 1 and 2 lesson plans do not always contain sufficient information about what is to be taught and teachers do not tell pupils the purpose of the lesson. This makes it difficult for pupils to assess their own learning. Information from assessment is underused when planning what pupils should tackle next and work is set that does not always closely match pupils' prior attainment. Basic numeracy and literacy skills are being taught effectively following the successful implementation of the National Numeracy and Literacy Strategies. This is particularly improving standards in numeracy. Support staff are used well and make a significant contribution to the good progress that pupils with special educational needs make.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is appropriately balanced and good emphasis is given to literacy and numeracy skills. The requirements for teaching religious education and information technology are not fully met. Science receives insufficient time in Key Stage 1. A very good range of extra-curricular activities are provided.
Provision for pupils with special educational needs	Good. Work is specially planned to meet the needs of pupils' individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social development is very good. The School Council promotes caring for the school community. Moral development is good and the curriculum includes lessons to discuss moral dilemmas. Provision for cultural and spiritual development is satisfactory.
How well the school cares for its pupils	Satisfactory. The school provides well for the welfare of its pupils with a significant emphasis on their health and well being. New assessment procedures are in place and information in English and mathematics is used to group pupils according to their ability. However, it is not always used effectively to target individual pupils or track their progress.

Parents have very positive views of the school and there are very effective links between the school and parents. Many parents give valuable support to the school and funds raised for the school are very high. The vast majority of parents help pupils with work to be done at home.

The curriculum offers a range of experiences, with significant emphasis on English, mathematics and personal and social development. Implementation of the full range of skills in information technology has been restricted by lack of resources.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The positive aims of the school are clearly reflected in the work of the school. Teachers with management responsibilities have limited opportunity to carry out their responsibilities or to monitor teaching in the classroom. This is an aspect that has received insufficient attention since the previous inspection.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive and have a strong determination to move the school forward.
The school's evaluation of its performance	Satisfactory. The school has started to analyse test results and have taken action to raise standards, notably in numeracy and literacy.
The strategic use of resources	Good. The school makes optimum use of its funding to support priorities in the school development plan. However, there have been insufficient information technology resources for the school to fulfil all the requirements of the National Curriculum.

The school has a good number of staff to teach the requirements of all subjects. The accommodation has many attractive features, including the nursery and the extensive grounds. Resources are adequate, except for information technology.

The headteacher has created an ethos where all are valued. This has enabled pupils to learn in a caring atmosphere. The school and governors do their best to ensure that good value is obtained when negotiating any changes or making spending decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The good progress children make.</li> <li>• Behaviour is good.</li> <li>• Good teaching.</li> <li>• The expectation that children will work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework; a few parents wanted more work set to be done at home.</li> <li>• Lack of range of activities in Key Stage 1.</li> </ul>

The inspectors endorse parents' positive comments. The amount of homework set is similar to that in other schools and is judged to be appropriate. The school has a very good range of activities for children to take part in extra to the formal curriculum. Due to difficulties with younger children getting home the majority of these activities are for older pupils. As all pupils eventually have access to these experiences, inspectors see this as appropriate.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

- 1 In 1999, the pupils' results in national tests at the end of Key Stage 1 were well below average in reading and writing and very low in mathematics when compared to schools nationally results were amongst the lowest five per cent of schools across the country. In comparison to schools of similar backgrounds results were well below average in all three subjects. The proportion of pupils exceeding the national average was well below in reading and mathematics and below in writing. Since 1996 standards in reading have been slowly improving. Writing showed an improvement in 1998 and then dipped again in 1999. Mathematics has been declining since 1997. English has started to improve as the school follows the guidelines of the Literacy Hour and has given more attention to reading for understanding. The decline in mathematics appears to have stopped as the school has started to include more challenging activities in line with the National Numeracy Strategy and this has overcome some of the weaknesses present in the previous mathematics curriculum.
  
- 2 The pupils' results in national tests at the end of Key Stage 2 in 1999 were well below the national average in mathematics, below in English and broadly in line with the national average in science. Compared to similar schools results were below average in mathematics, average for English and above average in science. Although fewer pupils attained above the target level when compared with other schools nationally these figures are increasing. In English, 20 per cent reached the higher level and this was close to the national average. Test results over the last three years have revealed an improving picture at the end of Key Stage 2. Science has risen from 25 per cent attaining the national average or above in 1996 to 85 per cent in 1999. Similar increases are evident in English with a rise from 25 per cent to 70 per cent and in mathematics from 29 per cent to 58 per cent. Trends over time have been above the national trend. There is no significant difference between the attainment of boys and girls. The improvements in Key Stage 2 can be explained by adjustments to the curriculum. For example, the school follows closely the guidelines in the National Literacy and Numeracy Strategies and in Years 5 and 6 pupils are grouped according to their ability for these lessons; this leads to pupils receiving better teaching matched to their identified needs. Teachers in Key Stage 2 have started to make use of information from test results to target pupils needing additional help. Their progress is closely monitored and extra support provided when necessary. In mathematics the quick mental calculations at the start of lessons are enjoyed by most pupils and are already leading to an improvement in pupils' ability to solve problems. To improve literacy skills the school has also successfully organised 'booster' classes and has implemented the additional literacy support that follows the guidelines of the National Literacy Strategy. The Bradford Better Reading Partnership is also raising standards for pupils finding reading difficult. Pupils have reading partners in their class and this is very helpful in allowing them to practise reading with a friend. As a direct result of analysis of results more time has been allocated to writing and pupils have an extra lesson to practise writing a more sustained piece of work.
  
- 3 Evidence from the inspection, including scrutiny of work, discussion with pupils and lesson observations show standards of work to be below average in English, mathematics and science at the end of Key Stage 1. This reflects the national test results in English and science and shows an improvement in mathematics, a response to the more challenging curriculum now in place. At the end of Key Stage 2 standards in English are judged to be in line with the national average and this indicates that the increase in test results is being maintained. Standards in science are in line with the national average at the end of Key Stage 2 and this reflects the pupils' results in the national tests in 1999. Inspection evidence in mathematics shows pupils are reaching standards higher than in previous years and are only slightly below the national target level. The school has worked hard to raise standards and succeeded in attaining the targets agreed by the governing body and it is now in the process of setting more challenging targets for future years.

- 4 Pupils enter the nursery with standards well below those found in most schools. Skills in language and literacy and personal and social development are notably limited. The nursery provision is very good and places significant emphasis on developing these skills. Children make very good progress in personal and social development and by the time they are five years old, the vast majority attain the expected level in this aspect of their development. In response to regular opportunities to use the very good range of resources, children also make very good progress in developing their physical skills and reach the expected level by the time they start in the reception class. Although children make good and often very good progress, they do not attain the national targets in language and literacy, mathematics, knowledge and understanding of the world and creative development by the age of five. Teaching is good for the under fives and the improved curriculum and careful attention to assessment and children's needs are having a significant impact on raising standards, enabling children to receive a good start to their compulsory education.
- 5 Pupils identified as having special educational needs make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Progress improves in Key Stage 2 as a result of strong levels of support in class and the closer attention that is paid to matching work to their prior attainment. This enables them to improve their skills at a good rate. A key issue from the last inspection was provision for higher attaining pupils. This has been addressed by grouping pupils in classes according to their prior attainment. Results at the end of Key Stage 2 show this practice is having an impact on standards for higher attaining pupils as more of them are now achieving results above the national average. However, in Key Stage 1, there has been less success in raising standards for these pupils. Tasks are often set that do not extend the learning of these pupils. In lessons this group of pupils is often marking time and could achieve higher standards. Results of assessments and teacher observations do not identify any pupils as being more gifted than the vast majority of pupils. Considering the low level of attainment on entry to school, most children are achieving appropriately for their ability in Key Stage 1. In science and religious education, progress is hampered by insufficient coverage of the curriculum and lack of time allocated to the subjects. In these subjects the rate of learning is slower than it could be. Learning is accelerated in Key Stage 2 and is notably good in Years 5 and 6, where pupils are constantly being challenged to raise their standards.
- 6 The school has fully implemented the National Literacy Strategy and this is having a positive effect on standards in reading. Most pupils throughout the school are developing an enthusiasm for reading. At the end of Key Stage 1, pupils know how to use reference books to find information but have not attained a level to enable them to approach an unknown text confidently. Good progress is made in Key Stage 2 and standards are average as pupils leave school. The vast majority can locate facts on a page and have a good understanding about different types of fiction. Speaking and listening skills are satisfactory throughout the school. In Key Stage 1 pupils take turns in conversations and listen closely to stories. Pupils' vocabulary is extended in Key Stage 2 and as they leave school, many express their opinions confidently. Writing is the weaker aspect of English and although pupils make satisfactory progress in Key Stage 1, and all are writing independently in Year 2, they have insufficient opportunity to practise these skills to achieve the required level. Good progress is made in Key Stage 2 where pupils write with growing confidence and generally use correct punctuation. At the end of the key stage, standards are in line with the national average.
- 7 Overall standards in literacy, although below average at the end of Key Stage 1, are sufficient for the vast majority of pupils to cope with the curriculum and their skills support learning in other subjects. They label diagrams in science and in history describe artefacts they have looked at. Writing skills are more of a problem when pupils attempt longer pieces of work, such as stories in religious education. As skills improve in Key Stage 2 reading is used more for research and pupils write reports more confidently, such as in science where presentation of results is good; comparative writing of different faiths in religious education is also done competently.

- 8 In mathematics pupils do not attain the national average at the end of Key Stage 1 but standards are rising and pupils understand mathematical terms and the vast majority have a secure knowledge of place value to a hundred. They use a range of skills to solve problems and more pupils are now on target to attain the national average although the number of pupils exceeding this level is low. Good progress is made in Key Stage 2 and standards are now only slightly below the national average. At the end of Key Stage 2 many pupils have increased their understanding of place value to over a thousand and many have a good recall of their multiplication tables and use this knowledge well in problem solving tasks.
- 9 Numeracy skills are now generally satisfactory throughout the school and are beginning to have a positive impact on standards in other lessons. For example, in Key Stage 1 pupils plot objects on a map using a simple grid and these skills are extended in Key Stage 2 when pupils note temperature, wind speed and rainfall on a graph.
- 10 Standards of work in science at the end of Key Stage 1 are below average. Pupils have a satisfactory knowledge of the basic conditions needed for growth but are unsure of the difference between living and non-living things. Many have limited investigative skills as most activities involve recording observations on photocopiable sheets. Good progress is made in Key Stage 2 and by the end of the key stage pupils have a good knowledge of the parts of the body and their functions. They have an understanding about the key elements of enquiry and have carried out investigations about the circulation of blood.
- 11 Pupils' skills in information technology are below average at the end of both key stages. The subject has received insufficient attention or funding for resources to keep abreast with developments in the subject. At the end of Key Stage 1, pupils can use a computer for word processing but their keyboard skills are underdeveloped and they have limited understanding of the use of information technology in their daily lives. Skills are only marginally extended in Key Stage 2 as pupils have only had access to old resources. They do not use computers for handling data or to control activities or measure events. Funding for resources is now available and development of the subject is a priority in the school's development plan.
- 12 In religious education pupils fail to attain standards in line with the requirement of the Locally Agreed Syllabus as the school does not teach all the required elements of the curriculum in Key Stage 1. By the age of seven, pupils make satisfactory progress in their understanding of Christian beliefs but have little knowledge of traditions of other major faiths. The curriculum is more extensive in Key Stage 2 and fulfils the requirement of the Agreed Syllabus. Pupils have a deeper knowledge of Christianity and also have a sound knowledge of the beliefs of Islam and Hinduism. By the end of the key stage, pupils make valid comparisons between Christian and Muslim celebrations and festivals.
- 13 In other subjects of the curriculum the vast majority of pupils achieve standards that are generally appropriate for their age. Standards have improved since the previous inspection in music as the school has adopted a new scheme of work. Although the previous report identified satisfactory levels in mathematics at the end of Key Stage 1 this was not reflected in the national test results. Overtime standards in mathematics have improved. The below average level identified in English at the end of Key Stage 1 is similar to the current judgement. Mathematics remains below average at the end of Key Stage 2 although in lessons there are clear indications of rising standards. The average levels identified in information technology have not been maintained due to lack of resources and attention being more focussed on raising standards in numeracy and literacy. Given the below average attainment as pupils start school and the average standard achieved by many pupils as they leave school the majority are working at a good pace and achieving well for their age. The best progress is made at the end of Key Stage 2 when teaching is consistently good and more challenging activities are set for pupils so that pupils learn more effectively and produce work of their very best.

## **Pupils' attitudes, values and personal development**

- 14 As identified in the previous inspection pupils are enthusiastic about their work and have good attitudes to their work. They generally concentrate well and are proud of their finished work and overall presentation is good. Pupils are eager to take part in the very good range of extra-curricular activities. They particularly enjoy representing the school in sports and in taking part in the work of the School Council. The example set by teachers in their respect for each other and the pupils is reflected in the very good relationships, which are a strength of the school. Pupils are generally polite and eager to discuss their achievements with adults.
- 15 The school has a positive ethos based on praising achievement and improvement, and pupils value the "star of the week" and "superstar" awards which are presented in assemblies. Expectations of pupils' behaviour are high and they understand the rewards and sanctions, which are part of a well structured behaviour policy. These procedures lead to good behaviour in lessons, on the playground and around the school. This positive picture is true for the vast majority of lessons, although a few instances of inappropriate behaviour were seen. This was usually apparent where teachers did not establish firm control, or where the pace of the lesson was slow and pupils were not sufficiently challenged and began to lose interest in the tasks. The school had no exclusions last year. Pupils of all ages work very well together in groups.
- 16 Although pupils say that a few instances of bullying do take place, they also say that very effective action is taken by the teachers to resolve this. Bullying, caring and respect for each other are discussed in the daily "pause for thought" sessions; in one of these sessions a Year 4 class were given the example of Judas Iscariot from the Bible, which led on to a discussion about not stealing from your friends. Through these sessions, assemblies and teachers' general knowledge and sensitive, caring treatment of pupils' concerns, the school has developed as a warm and welcoming place to learn.
- 17 Pupils have many opportunities to acquire social skills and take responsibility and subsequently pupils' personal development is good. Pupils show a very mature approach to the School Council and representatives from each class meet regularly to discuss suggestions put by each class and they subsequently "feed back" very effectively on the proposed action. Older pupils are given many opportunities to take responsibility as monitors. Duties undertaken by monitors include carrying attendance registers, operating the projector in assembly and a whole range of tasks that are carried out willingly and contribute to the smooth running of the school. When given the opportunity to use their own initiative and ideas in their learning, pupils are keen to show what they can do. As part of the School Council, they raise funds for the school and have organised discos and set up a playground club. These activities are instigated by the pupils and provide a good foundation for citizenship. Pupils take great care of the school community.
- 18 Since the last inspection, attendance has deteriorated slightly, and over the last year was below the national average. School attendance was 93.1 per cent compared with the national figure of 94.5 per cent. Unauthorised absence was broadly in line with the national average.

## HOW WELL ARE PUPILS TAUGHT?

- 19 Overall teaching is good and has a positive impact on pupils' improving standards. Teaching was satisfactory or better in 98 of lessons seen and was good or better in 61 per cent of them and in 14 per cent was very good. Excellent teaching was seen in two per cent of lessons. Teaching was best in the nursery and in Years 5 and 6. Teaching for children under five was good or better in 72 per cent of lessons seen and satisfactory in the rest. New systems have been put in place in the nursery to assess children and their progress is closely tracked and work set to enable them to make good progress relative to their prior attainment. This provision is expected to have an impact on standards in the rest of the school as attainment on entry to compulsory education starts to rise. Teaching was satisfactory overall in Key Stage 1 and 41 per cent of teaching was good or better. A common weakness in many lessons in Key Stage 1 was lack of teaching that motivates and challenges pupils of all abilities. Although overall progress is satisfactory, higher attaining pupils tend to be marking time and could be making better progress. The quality of teaching in Key Stage 2 is good or better in 67 per cent of lessons and is excellent in four per cent of these. The very strong teaching at the end of Key Stage 2 enables pupils to learn well and the rate of progress is good. Only two per cent of teaching seen was judged to be less than satisfactory and this was equally divided between the key stages.
- 20 Teaching for children under five is good and is very well organised. Support staff and teachers have a secure knowledge of the needs of young children and work closely as a team to provide a stimulating curriculum. Teachers plan thoroughly to provide an interesting range of first hand experiences that captures the interest of the children and has a great impact on learning. In the nursery the teacher uses pictures and words to outline to children the purpose of the lesson and this leads to children responding quickly as they are confident about what they have to do. Management of children is very good and this ensures that overall the children progress at a good rate in a happy and friendly environment.
- 21 In Key Stages 1 and 2, teachers have a secure knowledge of most of the subjects of the National Curriculum. There is a weakness in religious education in Key Stage 1 where teachers do not teach the full range of activities identified in the Locally Agreed Syllabus and this leads to standards falling below the expected level. In information technology teachers are insecure in their knowledge of the full range of skills identified in the National Curriculum and pupils do not always have sufficient opportunity to achieve as well as they are able.
- 22 Basic literacy skills are taught through an active approach in some lessons with games and activities that enable pupils to learn effectively. However, a few lessons use worksheets that do not fully extend pupils' learning. The National Literacy Strategy has been implemented and the sounds and blends associated with learning to read are taught in appropriate sequence. This enables pupils to learn more efficiently as they start to gain in confidence to use their knowledge of sounds in their reading and writing. Numeracy skills are being taught in a more structured manner and teachers are competent following the National Numeracy Project. Teachers use the opening to lessons effectively to provide practice in mental calculations and to extend knowledge of mathematical language. Pupils learn through listening closely to explanations and are confident to try out new ideas to solve problems.
- 23 Planning for the Literacy and Numeracy Strategies is detailed, but for other lessons this is a brief weekly timetable identifying tasks to be completed. This practice is time consuming for teachers but does little more than repeat the tasks identified in the half-termly plans and fails to identify specific learning outcomes. In the better lessons observed, predominantly in Key Stage 2, teachers' planning identified clear learning outcomes and these were shared with pupils so that they had a good understanding about the overall focus of the lesson. In other lessons seen, the outcome was unclear or explained to pupils in language that was too complex for their understanding. Pupils were then unsure of the purpose of the tasks.

- 24 Teachers' expectations of attainment of pupils' work are good in Key Stage 2, where teaching challenges pupils. This leads to pupils working hard, giving full concentration to the tasks in hand and has a significant impact on their standards of work. At the end of Key Stage 2, there has been a marked increase in the number of pupils exceeding the national average in the end of key stage national tests. This is not always the case in Key Stage 1. Often pupils of all abilities are working at the same level of work. When tasks are completed, a colouring activity is provided that fills the time but does not advance learning. For example, pupils complete word lists using a worksheet but do not move on to practise their independent writing skills. Higher attaining pupils have to complete easy work before moving on to a higher level and would benefit from working at harder tasks for longer. In the lesson seen in Key Stage 1 that was less than satisfactory, pupils had insufficient work to maintain their interest through the time available.
- 25 Teachers use a wide range of methods to make lessons interesting for pupils. Classroom organisation is good and practical activities and problem solving are included in mathematics and science lessons and these effectively consolidate and extend learning. Many lessons include group collaboration. Older pupils in Key Stage 2 have reading partners and this effectively builds up their confidence; they are more prepared to take risks and thus learn through their mistakes. This was effective in Year 6 when pupils worked together identifying nonsense words in poetry and providing alternative words. Pupils helped each other using dictionaries and they learned much by listening carefully to pupils' ideas at the end of the lesson. Teachers organise groups so that pupils with special educational needs often receive help in a small group. When these pupils are withdrawn from class to receive additional help activities are matched to the targets in their individual education plans. When pupils are withdrawn from the Literacy Hour, the teacher follows a similar format to ensure pupils do not miss important aspects of this lesson. This enables these pupils to learn more efficiently as they have more chance to talk with adults and check their work and so gain in confidence and increase their subject knowledge and skills.
- 26 Teachers' management of pupils is good and only in one lesson was teaching unsatisfactory due to control not being firm enough. Generally discipline is based firmly on the very good relationships that exist in the school and this leads to good behaviour in lessons and increases pupils' opportunities to learn effectively.
- 27 Teachers usually make good use of time and in the excellent teaching in Year 5 the teacher informed the pupils of how long they had to complete the task and pupils showed an eagerness to complete the work to the best of their ability. The vast majority of lessons include a conclusion and these are used well to consolidate learning. In an excellent mathematics lesson in Year 4 this time was used very effectively to check on pupils' understanding with activities that involved pupils demonstrating their new skills. Pupils thoroughly enjoyed the challenge in this lesson and did not want the lesson to finish. Resources are carefully chosen to match pupils' interest and level of attainment. This was a strength in most Literacy Hours when the chosen text successfully captured the interest of the pupils and this has been effective in extending their enthusiasm for reading. In Year 1, pupils enjoyed reading the different characters in a fairy story and in Year 6 pupils discussed the plot of Romeo and Juliet. Currently, information technology resources are inadequate and are not a regular feature of learning across the curriculum.



- 28 Teachers use questions effectively to assess pupils' learning and during lessons offer advice as pupils are working. This is generally effective in moving pupils' learning on in lessons. In the very good lessons teachers use additional questions to pursue issues when they identify a weakness in understanding. This leads to pupils gaining in understanding as concerns are clarified and any gaps in knowledge are explained. Recording of on-going progress is less effective and lesson plans do not include any space to evaluate lessons or to record pupils' progress during lessons. This leads to tasks being set that do not take into consideration progress made and so fail to match pupils' needs. This weakness is more apparent in Key Stage 1 as in Years 5 and 6 pupils are grouped for English and numeracy according to ability. There are examples of teachers keeping informal records of significant developments but overall there is a lack of rigour in the use of assessment to identify what pupils need to tackle next.
- 29 Parents expressed a concern about the amount of homework set for children. Inspection evidence indicates this is satisfactory overall and the focus on hearing children read at home has a positive impact on children's growing confidence in reading.
- 30 The quality of teaching has improved since the last inspection with an increase in very good or better teaching and a significant drop in the amount of teaching seen that was less than satisfactory. Not all the weaknesses identified have been resolved and there remains a lack of challenge for higher attaining pupils in Key Stage 1. The weakness in expertise in music has been rectified and the lack of investigation in mathematics has been addressed as the school has taken on board the good practice identified in the Numeracy Strategy. The high percentage of effective teaching seen during the inspection has a very positive impact on the good rate of learning observed in the vast majority of lessons.

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

- 31 The school provides a reasonably broad and balanced curriculum but religious education at Key Stage 1 does not include all the required elements of the locally agreed syllabus and limited resources have led to the curriculum for information technology not fulfilling all of the statutory requirements. The school places appropriate focus on teaching literacy and numeracy and also provides very well for pupils' personal and social development.
- 32 The curriculum for the under fives is very good and is a strength of the school. The quality and range of learning opportunities in all areas of learning are particularly rich and varied, and prepare pupils well for entry to the school. Curriculum planning provides children with an open-ended and challenging programme of work. Staff make good use of assessment information to provide the starting point for each cohort of children and the curriculum is adjusted to meet their needs.

- 33 The curriculum for Key Stages 1 and 2 has maintained a suitable balance of activities. The National Literacy Strategy has been implemented and in Key Stage 2 literacy provision is extended by 'booster' classes and the school has also successfully adopted the additional literacy support lessons. Extra reading sessions are also included as part of the Better Bradford Reading Partnership and this is well organised and involves parents supporting reading. These initiatives have all led to an improvement in reading standards in Key Stage 2. In response to an identified weakness in writing, extra time is allocated to this aspect of the curriculum. Pupils have a lesson devoted to writing and this has improved their confidence in writing longer, more sustained pieces of text. The National Numeracy Strategy has been introduced and is providing a clearer structure to the teaching of mathematics than the previous scheme of work. Teachers now build upon prior learning and there are early signs of improvement in mathematics at the end of both key stages. The curriculum for information technology is limited by a lack of resources; this means that pupils are unable to attain expected levels at the end of both key stages. In science, insufficient time is allocated to the subject to enable teachers to cover all aspects in enough depth. Science is taught as part of a topic and this leads to lack of a clear focus on science that often hinders the continuity of learning. At Key Stage 1, the requirement to teach two major faiths in religious education is not fulfilled. This is fully addressed in Key Stage 2 when different world faiths are studied and compared. The school has made the decision to delay consideration of the adoption of national guidance for certain subjects until details of Curriculum 2000 are known.
- 34 A very good range of extra-curricular activities, mainly in sport, enhances the curriculum. Opportunities are available for approximately 150 pupils and many staff and parents give generously of their time to support these events. The range of sport activities, including local and district competitive events, is made possible by the good support of teachers. A school choir meets regularly and musical performances are held at different times of the year. A good range of class and year group visits is planned to support learning in subjects, such as the Year 4 visits to a local pottery, churches and place of historical interest. The pupils are actively involved in improving the school environment through suggestions made to the School Council and a school gardening club.
- 35 Provision for pupils with special educational needs is good. There are effective systems in place to identify pupils requiring additional support and activities are planned to meet the targets set in their individual education plans. Pupils receive good support in class and when they are withdrawn for additional literacy support this is well planned and follows the structures of the Literacy Hour to ensure pupils receive their full entitlement in literacy. The school endeavours to ensure all pupils have equal access to the curriculum and pupils with special educational needs are fully involved and supported by teachers and pupils in all activities.
- 36 Provision for personal, social and health education is good. Topics, such as healthy eating and exercise, are provided within the science curriculum. Sex education is provided in Year 6 and there is also satisfactory emphasis on drug education in this year. The school provides good opportunities for pupils to discuss a range of important issues concerning the school community and social problems. Specific lessons are allocated to these aspects of the curriculum and in Key Stage 2 the School Council meets regularly to discuss whole school issues and then these are shared in the class debates. This provision has a significant impact on the caring ethos in the school.
- 37 Overall, the curriculum makes good provision for the spiritual, moral, social and cultural development of its pupils. Since the last inspection, satisfactory standards have been maintained in the provision for spiritual and cultural development, good standards have been maintained in moral development, and there has been an improvement from good to very good in the provision for social development. The issue concerning the collective act of worship has been resolved.

- 38 Key Stage 1 assemblies foster the pupils' spiritual development appropriately. Together with the 'Pause for Thought' sessions in all classes, they are well planned in the long term to give the pupils a sound understanding of Christian beliefs and moral attitudes. For instance, during the inspection, all classes were carefully considering the Easter Story and relating it to the nature of friendship, loyalty and betrayal. Quiet moments for reflection enable the pupils to think about their own values and attitudes and consider their own contribution to school and home life and their place in the wider world. The younger pupils, in the nursery, are taught to appreciate the patterns in nature when planting seeds and observing their growth, and gain a sense of wonder as when watching tadpoles change into frogs. Older pupils are fascinated to watch a spider building its web to catch its prey. However, provision for spiritual development across the wider curriculum in all age groups is not as well developed, and opportunities, particularly in science, art and music, are often missed.
- 39 The clear and consistent implementation of the school's aims, through the behaviour policy, is very successful in promoting the pupils' moral development. Staff provide good role-models and set high standards for behaviour in the everyday life of the school. The pupils are made well aware of what is acceptable and what is not, and through emphasis on appropriate praise and relevant rewards, self-esteem is raised and considerate attitudes to others promoted. Weekly personal and social education sessions in Key Stage 2 give pupils the opportunity to consider moral dilemmas and to respect points of view which are different from their own.
- 40 The caring atmosphere throughout the school, and high quality of relationships support the pupils' social development very well. Weekly Achievement Assemblies celebrate both individual and school success and build up a positive community spirit. The star system in all classes recognises and rewards hard work and good behaviour. It is successful in developing the pupils' positive and enthusiastic attitudes to school and to each other. Many opportunities for co-operative and collaborative work are built into lessons. For instance, the pupils work closely in groups to plan and perform their own musical composition. They share resources and ideas in art. The higher attaining pupils help others as reading partners. Pupils are given opportunities to care for the community, and through the Dallimore Green Nature Team are being taught to look after the environment. Residential visits for pupils provide good opportunities for the development of independence and the building of very good relationships. An excellent feature of the school's provision is the School Council, which meets weekly. Pupils in all junior classes are involved in taking responsibility to consider issues and in making decisions which affect the life of the school. The majority of the pupils debate questions in class carefully so that their representatives are well briefed for School Council meetings. The system is very successful in engendering a sense of responsibility and ownership in school life.
- 41 Lessons, particularly in history, give the pupils a sound sense of their own heritage. A visiting theatre group provides insights into life in Tudor times. A range of traditional texts, including works of Shakespeare, and the study of paintings by western artists like Picasso and Munch also contribute to the pupils' awareness of their own culture. The newly introduced music scheme introduces pupils to a wide variety of music from home and from around the world. The study of other faiths in Key Stage 2 gives some insight into non-western culture. Stories are sometimes chosen to reflect other cultures. Overall, however, the development of the pupils' knowledge and appreciation of the rich diversity of other cultures is not co-ordinated effectively across the curriculum. Celebration of festivals from other countries do not feature as highly as in many schools and there is a limited selection of multicultural books in the library.

- 42 The curriculum is enriched by effective links with the community. Local visits make learning more interesting and these include Denby Pottery, Elvaston Castle, Bosworth Battlefield and Wollaton Park. As a result of contact with the Groundwork Trust, pupils produced a special edition of the Derby Evening Telegraph called EcoAction. The Trust has also enabled Dallimore Primary to link with a local farm, and is assisting the development of the extensive grounds as an environmental resource for the pupils. Student teachers and work experience pupils from local secondary schools also assist in school. The nursery hosts a local pre-school playgroup which enables prospective parents to see the nursery "first hand" before their children start. Arrangements made for Year 6 pupils moving to the secondary school are very good. They have opportunities to attend events there, and can use the sports facilities as well as sample lessons during their induction day. These arrangements contribute effectively to the confident way pupils discuss the move to their next school.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 43 The school provides a satisfactory standard of pastoral care for all its pupils and creates an environment for pupils, which is happy and conducive to learning. Health and safety procedures are effective and pupils are taught about safety in many subjects, including physical education and science. A Year 3 class was observed to be well briefed in the safe use of physical education equipment during the inspection. Year 2 pupils were able to recount a recent fire evacuation and were insistent that they should leave the class quickly without stopping to collect their belongings! Child protection arrangements are good, and follow the Derbyshire Area Child Protection Committee guidelines. All staff are aware of child protection issues, and the headteacher is the designated person. Written confirmation of this is contained in the school prospectus, an omission mentioned in the last report. Procedures for dealing with medicines and first aid are good.
- 44 Procedures to monitor and promote behaviour are good. Behaviour is monitored effectively by all staff. Pupils know the class and school rules, and the rewards and sanctions contained within the behaviour policy and the vast majority abide by these rules and there is good behaviour throughout the school. Midday supervisors are fully involved in discussions on behaviour strategy and individual pupil concerns and carry out their duties effectively. They, like teachers, know the pupils well and have a very effective system of yellow and red cards for good and poor behaviour. These are part of a "class point" system, which is displayed in the playground and effectively motivates pupils to behave well. A relatively small number of mainly older boys who occasionally disrupt classes are well monitored by daily meetings with the headteacher, where they discuss their improving or deteriorating behaviour.
- 45 The school gives due attention to monitoring attendance. Registers are completed accurately and absences are followed up daily by the class teacher. Any persistent absence is queried with the secretary, who checks patterns of absence in registers weekly. Parents are contacted by letter or telephone if notification is not received from them. There are good systems in place to follow up on recurrent or unexplained absences through the headteacher. The school has excellent links with the education welfare officer, who will support and take further action as appropriate. Despite this, the schools' attendance level is below national average. The school does not currently have in place any obvious measures to promote the virtues of good attendance. Parents are not made aware of the disadvantages of absence (particularly on holidays in term time), and pupils are not offered any reward or incentive for good attendance.
- 46 The school has good procedures for monitoring and supporting pupils' personal development. Teachers know their pupils well and pupils say they feel confident in approaching any member of staff with any concern. Parents overwhelmingly say their child likes school and that they value the standard of care they receive. The school is an orderly, caring community with an atmosphere which encourages pupils to do their best.

- 47 The school's arrangements for assessing pupils' attainment and progress are satisfactory overall. A variety of appropriate assessment procedures are now in place. Assessment systems in the nursery are good. Ongoing assessments through, for example, observation of personal and social development and specific recorded tasks, provide staff with information that is used to guide curricular planning. An assessment is made when children leave nursery and information analysed and used to target areas for curriculum development, such as specific work on sounds, word charts and mathematical language. As pupils start in the reception class, an assessment is carried out and this information is used well to group pupils in classes according to their prior attainment.
- 48 National tests are carried out at the end of Key Stages 1 and 2 and optional tests in English and mathematics have been introduced from Year 3 onwards. These results are recorded and transferred between classes so that teachers can check on progress. In English a sample of free writing is assessed against National Curriculum levels for English. Targets for improvement are identified, for both individuals and groups of pupils, and used to inform future work. Assessment in reading is linked to National Curriculum levels and used to track progress to Year 6; this helps teachers to identify pupils requiring extra support. However, there are no formal methods to check on the reading strategies pupils are using and this leads to teachers being unsure of the best way to help a pupil to make progress in reading. In Key Stage 2 more use of assessment information is leading to teachers tracking progress. For example, information is used to identify pupils with the potential to attain Level 4 and the teachers provide extra support and monitor their progress more closely. Additional reading support is provided and records from these activities are well maintained to check on progress being made. This is being effective in improving results in statutory tests at the end of the key stage. The use of information to guide planning is not so apparent in Key Stage 1 where teachers have identified higher attaining pupils but do not use this information in planning and tasks are not always set at this level. In mathematics, some very thorough assessments are made of younger pupils' work at Key Stage 1, but this practice is inconsistent and the limited use of assessment information restricts the range of learning opportunities being offered to pupils. Teachers at Key Stage 2 keep informal records of the results of optional tests in mathematics and use this information when planning what pupils need to tackle next. This is effective in raising standards in Key Stage 2. Overall assessment information gathered in English and mathematics is used to place pupils in the most appropriate ability bands according to their needs. This is allowing teachers to plan work to pupils' prior attainment and is beginning to reap benefits currently more apparent in Key Stage 2 particularly in the number of pupils exceeding the national average as they leave school. As a response to the previous report, the school produced a range of unit tests in science but the development of these has been hindered by the school's focus on numeracy and literacy. The school has plans to revisit assessment in science and other subjects following the forthcoming alterations to the National Curriculum.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 49 Parents have a very positive view of the work of the school and the many good features identified in the previous inspection have been maintained and improved. The partnership between the school and its parents makes a very good contribution to pupils' academic and personal development.

- 50 Parents say that the school is welcoming when they wish to raise concerns or discuss their child's progress and they enjoy attending assemblies and concerts. Parents receive good information about the school. There are regular newsletters, which include information on events, parents' evenings and helping in school. The Governors Report is informative and includes all relevant information although there is only a small section on provision for special educational needs. Currently, there are two formal parents' evenings, in the autumn and spring terms, where pupils' progress is discussed. Parents find the annual written report, published in July, to be informative. This document, whilst giving satisfactory information on a child's progress, does not identify information technology and design technology as separate subjects, as is required and does not suggest ways parents can help their children. There is a home/school agreement in place, which was prepared in consultation with parents; they feel well informed about and satisfied with behaviour in the school. The prospectus is very informative and welcomes parental involvement in a most positive and encouraging way. However, it contains little information on attendance policy, with no statement on the effect of absence, particularly holidays taken in term time (or close to public examinations), on pupils' education. Parents also say that they would welcome more information on the curriculum and topics pupils are due to cover each year.
- 51 The school works hard to involve parents and this results in parents' contribution to the school and to their children's learning being very good. Many parents help in school. They assist with reading, displays, pottery, and visits and say that teachers always welcome their presence in class. There is an extremely effective 'Friends of Dallimore School' which organises social events to raise money for resources. This year the group has set an ambitious fund-raising target to provide computers. This target is likely to be met, due to the dedication of the parents, governors and teachers involved, and this fully exemplifies the commitment of the whole school community to the pupils' education. Parents also staff the school tuck-shop, and run a weekly lottery to provide funds for the maintenance of the school minibus. There is also a very effective parents' workshop which makes resources for the school in a joinery workshop. This is organised by the caretaker, who trains parents in appropriate woodworking skills. Parents are fully involved in pupils' homework. Homework diaries (reading records for younger pupils) have space for parental comment and recording and their support has a beneficial impact on standards, notably in reading. Parents' views are well represented on the governing body.
- 52 Overall, the school's links with parents are very effective in enhancing pupils' learning, and are a strength of the school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 53 The leadership and management of the school are generally satisfactory, but there are a few areas of weakness. The headteacher has created a caring atmosphere that pervades all aspects of the school's daily life. Pupils are valued both as individuals and for their contributions to the harmonious and very good relationships found at all levels throughout the school. The positive aims of the school are well reflected in all its work. Teaching staff, particularly in the nursery and in Key Stage 2, demonstrate a shared commitment to improvement in both the educational standards achieved and the personal development of their pupils.

- 54 The school has reviewed results from statutory tests and has given significant emphasis to numeracy and literacy. The three-year school development plan is clear and well focused with appropriate priorities to raise standards in literacy, numeracy and information technology as well as evaluating the teaching and improving target setting. The school has made good progress in improving standards in literacy and numeracy by successfully implementing the national strategies. Teachers in Key Stage 2 have started to use assessment data to target particular groups of pupils for additional support. These practices are proving to be effective and the school recognises the need to extend this system to all pupils, particularly in Key Stage 1. There are firm plans, with funding in place, to radically improve the provision for the teaching of information technology in the near future. Staff and pupils are excited about the new developments, which will include a computer suite with up-to-date machines, Internet connections and an interesting range of software to enhance work in other curricular areas. Parents, staff and governors have worked very well together in raising the funds for the suite and this sense of common purpose is a strong indication of their determination to move the school forward.
- 55 The previous inspection report highlighted the need for the school to develop the management roles of senior staff and subject co-ordinators. Very little has been accomplished in this area since the last inspection and it still remains an important aspect of the school which is underdeveloped. This was clearly seen during the inspection where the lack of a suitably trained and experienced deputy to lead the school in the absence of the headteacher led to the local authority having to send in a headteacher from another school to fulfil the role. There has been some monitoring of teaching in numeracy and literacy lessons to check on the structure of these lessons but overall, subject co-ordinators have had little non-contact time, indeed most have had none, to monitor the teaching and the learning in their subjects. They are keen to develop this area of their management as they are enthusiastic and want to see standards raised as high as possible in all subjects.
- 56 The governing body is supportive and has a clear understanding of its role. The governors, many of whom are new to the role, share the commitment to raising standards and are fully aware of the strengths and weaknesses of the school. They share in setting targets through their involvement with the school development plan. Several governors are actively involved in the daily life of the school. Most statutory requirements are met except the curriculum for religious education and information technology does not include all the required elements. Following the previous inspection a detailed action plan was drawn up to address the key issues. However, the governing body failed to monitor its implementation closely and the strengthening of the role of coordinators did not receive sufficient attention and as a consequence this remains an area for improvement. The governors now have a clearer understanding of the need for the rigorous evaluation of teaching to help teachers improve professionally and for more delegation of management responsibilities to enable senior staff and subject co-ordinators to manage more effectively. The chair of governors, with the support of the Local Education Authority, has taken prompt action to provide effective management for the school in the headteacher's absence.
- 57 Financial planning by the headteacher and governors is good. Day-to-day finances are managed well by the headteacher with the support of the finance administrator who maintains good records and communication with the Local Education Authority's finance department. There is an effective finance committee of governors, which considers the new budget at the end of each financial year, in conjunction with the headteacher. Following these discussions, the basic budget is set and submitted for approval to the full governing body. The level of income per pupil is lower than average; the remaining funds left after salaries, building costs and administration are allocated correctly to the school's priorities in the school development plan.
- 58 Although the last audit report was in 1995, this indicated very good financial control systems in place, meeting Local Authority requirements. The school fund has recently been audited.

- 59 Funds for pupils with special educational needs and the classroom support staff for those pupils are used well and support for these pupils is good. Effective use has been made of funds to support the school's priorities of literacy and numeracy. As yet, the funds allocated to information technology have not been used, although plans are well advanced to buy computers, software and prepare accommodation for this. Specific grants from the Single Regeneration Budget to support reading (better reading partnership and reading centres) have been well spent, although their effect has not yet been fully evaluated.
- 60 The school is active in pursuing additional income from lettings, with several local groups using the premises in the evening. To supplement the funding for computers, a local company has been persuaded to sponsor several machines. Savings have been made through the caretaker using his joinery skills and commitment, to provide partitioning, window frames and other maintenance items which might otherwise be beyond the school's financial resource.
- 61 Governors make satisfactory provision for obtaining best value. They have recently considered alternative providers for school meals, grounds maintenance and cleaning services currently bought in from the Local Education Authority. However, they have not yet fully evaluated the effects of spending on staffing and resources on pupils' standards. Comparisons of cost and quality of education provided compared to similar schools are not yet made. Despite this, the school makes good use of human and other resources, and provides satisfactory value for money.
- 62 Effective management ensures the staffing of the school is good. There are sufficient experienced and suitably qualified teaching and support staff to meet the needs of the curriculum. All staff have received recent training in literacy and numeracy. Various staff have attended other courses which match the needs identified in the school development plan although more training for information technology is required. Training is also available to support staff. The provision for the induction of new staff is in place and operates effectively, however it is not formalised within a policy statement. The school is currently not involved in supporting the training of new teachers, however it has substantial past experience in this area.
- 63 The school's accommodation is good, with some very good features. Most classrooms are very large and all are adequate in size for the numbers taught. The layout of the site requires a significant amount of movement between buildings during the day and this can be a problem in poor weather. There are a number of ancillary areas; for example a large library, a special needs room and hall, which provide suitable venues for pupils' activities. However, the library is underused for independent research and the hall cannot accommodate the whole school population at once. The grounds are very large and well developed to support the curriculum. They include a wild life area, good sports facilities and a children's garden. Nursery outdoor accommodation is very good. The grounds are used extensively to support the curriculum.
- 64 The overall level of resources is satisfactory. Resources are good in English, where recent purchases provide good support for the development of literacy. However, the range of multi-cultural books in the library is limited. There is a rich and varied range of resources for the under five-year olds, including a suitable range of outdoor play equipment. Resources are good in religious education and used well in Key Stage 2 to extend pupils' understanding of other faiths. Resources are unsatisfactory in information technology, where they do not fully meet curricular needs. However, plans are in place to address this lack of provision as funding becomes available.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65 To further improve the work of the school the headteacher, staff and governing body should:

- (1) Raise standards at the end of Key Stage 1 in English, mathematics and science by:
  - providing a wider range of challenging and relevant activities for all pupils;
  - providing more opportunities for pupils to practise their writing;
  - giving science more focus in the curriculum and increasing the time allocated to teaching science.

(paragraphs 1, 3, 5, 6, 8, 10, 19, 24, 28, 30, 48, 54, 76, 77, 79, 80, 83, 85, 87, 90, 92, 93, 95, 96)

- (2) Raise standards in information technology by including information technology in planning and allowing more time to systematically teach skills as pupils move up through the school.

(Information technology is a priority in the school's development plan and funding is now available for resources)

(paragraphs 11, 21, 27, 31, 51, 54, 56, 62, 64, 82, 88, 95, 110, 116, 117, 118, 119, 120, 121)

- (3) Ensure that in Key Stage 1 the statutory requirements are fully met in religious education by teaching all aspects of the Locally Agreed Syllabus and so raise standards in this subject.

(paragraphs 12, 21, 31, 33, 56, 131, 132, 135)

- (4) Improve the overall management of the school by:

- clarifying and developing the role of deputy headteacher;
- promoting the monitoring and evaluation of teaching throughout the curriculum;
- ensuring that the appropriate management responsibilities are clear to relevant members of staff and then provide opportunities for them to fulfil these roles.

(paragraphs 53, 55, 56, 84, 91, 96, 101, 105, 130, 135)

- (5) Improve teachers' planning by:

- including more detail in lesson plans, for subjects other than English and mathematics where planning is sufficiently detailed;
- identifying clear learning outcomes and sharing these with pupils;
- evaluating learning in lessons and making better use of this information to plan tasks more closely matched to the abilities of all pupils.

(paragraphs 5, 23, 28, 30, 48, 83, 84, 89, 90, 93, 95, 96, 114, 120, 134)

66 In addition to the key issues above the following less important aspects should be considered for inclusion in the action plan:

- give further attention to promoting good attendance; (paragraphs 18, 45, 50)
- improve the use of the library for independent research; (paragraphs 63, 84)
- extend the range of multi-cultural books in the library; (paragraphs 41, 64)
- in the school brochure allocate a separate section to the provision for special educational needs; (paragraph 50)
- in the written annual reports to parents provide separate information about information technology and design and technology; (paragraph 50)
- provide parents with more information about the work their children are to study and make more suggestions about how they can help their children. (paragraph 50)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	49

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	14%	45%	36%	2%	0%	0%

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	49	373
Number of full-time pupils eligible for free school meals		119

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	0	70

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	35	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	23	25
	Girls	24	23	21
	Total	49	46	46
Percentage of pupils At NC level 2 or above	School	75 (66)	71 (78)	71 (74)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	23	26
	Girls	24	22	24
	Total	50	45	50
Percentage of pupils At NC level 2 or above	School	77 (72)	69 (64)	77 (66)
	National	82 (80)	86 (85)	87 (85)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	32	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	20	27
	Girls	19	15	24
	Total	42	35	51
Percentage of pupils at NC level 4 or above	School	70 (51)	58 (32)	85 (72)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	22
	Girls	16	14	16
	Total	31	29	38
Percentage of pupils at NC level 4 or above	School	52 (49)	48 (36)	63 (69)
	National	68 (64)	69 (64)	75 (70)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	2
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	329
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	26.6
Average class size	26.6

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	135

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	49

Total number of education support staff	5
Total aggregate hours worked per week	128

Number of pupils per FTE adult	8.2
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/1999
	£
Total income	603,465
Total expenditure	621,568
Expenditure per pupil	1,282
Balance brought forward from previous year	40,600
Balance carried forward to next year	22,497

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	350
Number of questionnaires returned	148

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	3	1	0
My child is making good progress in school.	59	35	5	0	1
Behaviour in the school is good.	49	45	2	3	1
My child gets the right amount of work to do at home.	36	43	9	1	10
The teaching is good.	64	30	1	1	3
I am kept well informed about how my child is getting on.	57	27	12	3	1
I would feel comfortable about approaching the school with questions or a problem.	68	26	3	1	2
The school expects my child to work hard and achieve his or her best.	61	35	1	0	2
The school works closely with parents.	44	39	9	4	4
The school is well led and managed.	45	42	5	4	3
The school is helping my child become mature and responsible.	47	43	5	2	3
The school provides an interesting range of activities outside lessons.	25	37	13	4	21

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

- 67 At the time of the inspection, the vast majority of the four-year-olds (33) were in the nursery. This includes fourteen children who attend the nursery on a full time basis and will be admitted to the reception class next term. A small number of children, (five), in one reception classes are still four years old. The school's flexible admission arrangements and early years planning are very effective in providing experiences to meet the children's needs appropriately whether in nursery or in the reception class.
- 68 There is a wide variety of ability on entry to the nursery, but overall standards are well below those found in most schools. Development is particularly limited in language and literacy and personal and social development. Whilst the children make good and often very good progress a high proportion do not achieve the national expected level by the age of five in language and literacy, mathematics, knowledge and understanding of the world and creative development. In personal and social development and in physical development, they are on line to reach the expected standard.

### **Personal and Social Development**

- 69 The children make very good progress in personal and social development. They are quickly integrated into nursery life and learn to respond to the carefully established routines. They are able to select an activity independently as well as responding to work set up by adults. They are enthusiastic and eager to learn. The vast majority of children play and work harmoniously alongside each other and as they get older are beginning to develop co-operative skills. Children in the reception class were observed working well together in small groups when making a map of the garden. In the nursery, the children are independent in handling their snack, for instance, pouring their own drink, and taking turns in choosing fruit. They treat living things such as plants and tadpoles in the nursery with care and are becoming appreciative of creatures and plants in the nursery garden. They are developing a sense of wonder through such lively activities as following a trail around the nursery gardens and discovering treasure. Progress in this area is greatly enhanced by the high quality of teaching. All staff take care to establish caring and supportive relationships which build up the children's confidence. They listen carefully to the children and respect their ideas and efforts. This builds self-esteem and inspires the children to try harder with their work. All staff have a high level of awareness of the children's needs and plan clearly to meet them in this area of the curriculum.

## **Language and Literacy Development**

- 70 When the children first enter the nursery, their ability to listen attentively and to speak clearly is severely limited. Extremely careful planning of well-focused activities enables the children to make very good progress in speaking and listening. By the time they are five, they listen well in small and large groups and although their vocabulary is still limited, they confidently explain and talk about what they are doing. They respond eagerly to well-chosen stories and join enthusiastically in a wide repertoire of rhymes and poems. Exciting play areas, like the cave in the nursery, encourage the children to communicate clearly with each other and develop their use of language during imaginative role-play. All children are learning to enjoy books and handle them with care. The higher attaining children know how books are organised and that words and pictures carry meaning. In the reception class, many children are able to read along from memory with a repeated chorus in a class story. All children are becoming increasingly aware of letters and their sounds and are beginning to use recognisable letter shapes in their own writing. Whilst many children are able to recognise their own name, few are able to write their name with appropriate use of upper and lower case letters. Teaching is very good. In the nursery, the recently introduced short, literacy sessions for older children have a very clear focus and are very effective in promoting progress. There has not yet been enough time for the full benefits of this approach to be fully realised in raising standards. Information from regular assessments of children's work is used very well to plan appropriate activities that support learning.

## **Mathematical Development**

- 71 The teachers plan thoroughly to provide a range of interesting mathematical activities appropriate to the children's needs. They also take every opportunity to develop the children's skills in incidental opportunities such as counting and sharing at snack time and counting hops in physical education. The children's interest and enthusiasm are successfully harnessed in the nursery through the provision of relevant number games and practical activities. The vast majority count to five and join in a rhyme when 'catching fish'. Higher attaining children are beginning to add and take away by observing how many objects are left or how many more are needed. The children's ability to match numerals accurately to numbers and their knowledge of higher numbers are less well developed. Most children name two-dimensional shapes such as square, circle and triangle and are learning to exchange money for goods at the shop. Their use of mathematical language such as 'bigger' and 'longer' is sound. Whilst the teaching of the basic skills of numeracy is very good in the nursery, the teachers' expectations are occasionally too low in the reception class and tasks set do not always provide sufficient challenge to enable the higher attaining children to make good progress.

## **Knowledge and Understanding of the World**

- 72 The staff's very good knowledge of the way young children learn is used well to plan and implement a particularly rich curriculum in this area of learning. Children explore and recognise features of living things through observing patterns closely using magnifiers. They watch the seeds they have planted, and the development of tadpoles, and talk about the changes they see. Limited vocabulary often hinders their ability to clearly explain what they have observed, or articulate their own questions. They look closely, for instance, at dead fish and record their observations in picture form. After the exciting experiences of following a treasure trail around the nursery grounds, they are able, with help, to record their route on a simple map. They use skills such as cutting and building for a variety of purposes. Many children use information technology to support their learning and are adept in controlling the mouse to move objects on screen. Teaching is good overall. Whilst all activities in the nursery are well organised with great attention to the learning outcomes, some elements of play in the reception class are not purposeful. Activities, for instance, in the sand and water frequently do not have clear learning outcomes and there is insufficient intervention from the teacher to promote learning successfully.

## Physical Development

- 73 Regular opportunities to use the very good range of outdoor equipment enables the children to develop sound physical skills. The vast majority climb, balance, slide and swing with increasing control. They move in a variety of ways over, under, across and through apparatus. When riding large wheeled toys they show awareness of space and of the needs of others. Teaching is good in this area. The appropriate deployment of staff to supervise each activity results in high levels of intervention which improve the quality of the children's movement. Nursery and reception classes use the school hall for physical education lessons. In the reception class, the children develop increasing control in hopping, jumping and sending and receiving beanbags. A minority of children still have difficulty getting changed in reasonable time, and do not always listen well enough to follow instructions. The majority of children in nursery and reception handle tools, such as paint brushes and scissors, skilfully and are able to realise their ideas when building with construction toys. They squash, roll and cut malleable materials safely to fulfil their own purpose. The teachers have good management strategies and use praise and encouragement successfully to develop the children's confidence. They communicate their high expectations of behaviour clearly to the children and a busy, but orderly, atmosphere is established in sessions. Organisation of groups of children is efficient and promotes appropriate opportunities for learning.

## Creative Development

- 74 The children explore a very wide range of media to express their own ideas and produce specific effects. In the nursery, for example, they consider the shape of fish, producing pastel outlines, which they finish off with a bubble printing effect. In the reception class, the children experiment to mix paint and use the range of shades to paint a picture of a butterfly. Opportunities for high quality imaginative role-play are particularly well developed in the nursery, for instance, in the cave or in the pirate's boat. Teaching in this area is good. Staff intervene appropriately to develop social skills. They use good questioning skills to extend the children's ideas and this leads to them increasing their vocabulary.
- 75 The overall quality of teaching was good or better in 72 per cent of lessons seen and satisfactory in the rest. All staff have high expectations of behaviour and this establishes a clear understanding of what is expected, not only in the nursery and reception classes but also throughout the school. The high quality of teamwork in the nursery, where all staff are fully involved in planning and implementing the curriculum, has a significant effect on the quality of education provided. The curriculum co-ordinator provides strong leadership and vision, and has ensured that all staff are fully aware of the purpose for each activity. Planning for the whole of the early years' department is well organised and good systems of liaison between nursery and reception are in place. Assessment procedures both in formal baseline assessments and day-to-day evaluations are used very well to track the children's progress and to develop the curriculum to meet the children's needs. A good example of this is the way the provision for speaking and listening, and for personal and social development, have been extended in response to the low standards highlighted in earlier baseline tests. This is already improving standards in the present cohort. The staff have worked hard to develop the nursery garden through the Acorn Project, and now have the benefit of an attractive resource for environmental learning. There is an excellent range of attractive and stimulating resources for indoor and outdoor activities, which is used imaginatively by staff to promote learning.



## ENGLISH

- 76 The pupils' results in national tests at the end of Key Stage 1 in 1999, at both the expected level and the higher level, were well below the national average in both reading and writing. No pupils exceeded the national average in writing. When compared with pupils from similar backgrounds, attainment was well below average. Standards in reading have risen gradually since 1996 and there has been improvement in writing, although this is not consistent and results dipped in 1999. In the tests at the end of Key Stage 2, the pupils' results overall were slightly below the national average and 20 per cent of the pupils reached the higher level and this was close to the national average. These results are average when compared to similar schools. Standards at the end of Key Stage 2 have risen sharply since 1996 when only 25 per cent gained the national average compared with 70 per cent in 1999. Scrutiny of pupils' work, observation of lessons, and discussion with pupils indicate that overall standards at the end of Key Stage 1 are currently below average and at the end of Key Stage 2 are in line with the national average. In view of this improving trend, the school's targets for 2000 and 2001 are lacking in challenge and the governing body has plans to raise these.
- 77 When they start school, the children's attainment in reading and writing is below average. Although pupils make satisfactory progress, the proportion attaining the nationally expected level at the end of the Key Stage 1 is below average. A small minority are on target to exceed this level, but a lack of challenge for higher attaining pupils limits their progress and this is having an adverse effect on the overall standards. This is similar judgement to the last inspection. Pupils' skills in speaking and listening have improved and are judged to be satisfactory. This reflects the good provision in the nursery. Pupils' progress improves in Key Stage 2 and is good overall. Pupils' skills in reading and writing develop more quickly because they are taught in ability groups, formed on the careful assessment of their existing skills. Pupils' progress is monitored and staff target pupils requiring extra help. Staff have evaluated the curriculum and provided additional time for extended writing and this enables pupils to practise their writing skills, particularly writing in different styles. Pupils in Key Stage 2 also benefit from the National Literacy's Strategy guidelines for additional support and extra reading through the Better Bradford Reading Partnership. These initiatives are both very well organised and taught effectively and have contributed to the improving standards in literacy. The National Literacy Strategy provides a more structured approach to teaching literacy and this is having a positive impact on the good progress pupils are making in Key Stage 2 and the improving standards at the end of the key stage. Trends in results since the last inspection show a significant increase in the numbers of pupils attaining and exceeding the national average. The present initiatives and the good teaching, particularly in Years 5 and 6, indicate the school is well placed to maintain this improvement.
- 78 Standards in speaking and listening are satisfactory at the end of both key stages. Teachers use the introduction to the Literacy Hour imaginatively to develop speaking skills. In Year 1 pupils are developing the skills of taking turns in conversations and this is generally satisfactory, although a few still call out in class discussions in Year 2. At the end of Key Stage 1, pupils' vocabulary has extended. In a lesson observed in Year 2, for example, pupils discussed words that were 'slang' and showed a growing understanding of how language changes in different circumstances. The vast majority of pupils listen closely to stories and their responses show a clear understanding of the main plot. Pupils do not always listen as closely to teachers' instructions and then are unsure about the activities to be completed. Speaking skills are further increased in Key Stage 2 as teachers use questions effectively to encourage pupils to share their opinions with others. At the conclusion of lessons teachers provide opportunities for pupils to read their work to the rest of the class. Many pupils are eager and confident to read aloud in front of an audience. Listening skills improve and in a Year 6 lesson pupils listened very carefully to a range of poems and had clear opinions about their likes and dislikes. They answered clearly and provided additional information when required. Pupils used imaginative vocabulary when providing alternative words for nonsense words in the poems.

- 79 Standards in reading are below average at the end of Key Stage 1. Teachers follow the National Literacy Strategy framework, which provides a clear structure for the teaching of letter sounds and blends. Classrooms have letters and words to help pupils on display and by the end of Key Stage 1 the vast majority of pupils have a secure knowledge of sounds and use them well to tackle new words. They make good use of pictures and enjoy retelling their favourite stories. Teachers choose texts with repetitive phrases and pupils enjoy joining in and read with expression. However, by the end of Key Stage 1, pupils do not have sufficient skills to enable them to approach an unknown text confidently. Although they know how to use an index to find information, pupils have had limited experience of using these skills, as for example during their recent topic on the Victorians. A weakness in the previous inspection was a lack of enthusiasm for reading and this has improved, partly due to the interesting texts that teachers select for the Literacy Hour. Pupils in Year 6 who read to the inspectors had favourite authors and were able to discuss the plot of Romeo and Juliet after this had been used as a class text. The large majority of pupils in Key Stage 2 make good progress and read at a level that allows them to understand instructions and research from books in other subjects. Pupils read aloud with growing confidence and check their words to make sure the text makes sense. By the end of the key stage, most are able to scan text quickly to find facts. In Year 6, the higher attaining pupils identify how the author creates suspense in the text and reach standards higher than the national average.
- 80 The majority of pupils have a low level of skills in writing when they enter school. Although they make satisfactory progress in Key Stage 1 standards are below the national average at the end of Key Stage 1. Pupils are taught to join-up their writing at an early age and this has a positive impact on the neatness and quality of most handwriting. Pupils recognise the purpose of writing and make satisfactory progress in writing in different styles. In Year 1, pupils have written lists to make a gingerbread man and in Year 2 pupils label diagrams. By the end of the key stage, many understand the purpose of a capital letter and full stop but have insufficient opportunity to use this knowledge in independent writing. Higher attaining pupils often do the same tasks as other pupils and do not always work at tasks that extend their learning. For example, in a Year 2 lesson all pupils cut and pasted words into appropriate boxes to identify the characteristics of the main people in a story. This was good practice to establish pupils had an understanding of the text, but did not provide enough challenge for the higher attaining pupils who finished the task quickly. Good progress is made in Key Stage 2 where pupils benefit from an additional lesson to practise their writing skills. In Years 5 and 6, pupils are grouped for the Literacy Hour according to their ability and teachers plan more closely to pupils' prior attainment. By the end of the key stage, the vast majority of higher attaining pupils write short stories using paragraphs correctly to structure their work. Newspaper articles have been written and pupils show a good understanding of this style of writing. Their work is concise and to the point. Pupils learn spellings at home and check their work for accuracy as a part of the drafting process. Lack of use of imaginative vocabulary prevents many pupils from gaining the higher levels in tests. Teachers are addressing this issue through more use of poetry and discussion. Scrutiny of work shows this is being successful as in Year 4 when pupils have described lava as, 'rumbling and bubbling down the rocks.'
- 81 Pupils with special educational needs receive additional support planned to follow the literacy strategy and linked to their needs as outlined in their individual education plans. Pupils make good progress in these sessions. Many develop the confidence to extend their writing. The good use of the additional support builds up their self-confidence.
- 82 Although literacy skills are below average in Key Stage 1, the vast majority of pupils read and write sufficiently well to support their learning in other subjects. For example, in Year 1 pupils write about the changes in Dallimore and label artefacts and diagrams in Year 2. As standards improve in Key Stage 2 so does the impact on learning in other subjects. In Year 3 pupils research about dinosaurs and in Year 6 more detailed accounts have been written about other beliefs and customs. Word processing has been used to make displays of work more attractive and a few pupils understood how to edit their work on the computer, but there are missed opportunities at both key stages to extend pupils' skills in information technology.

83 The overall quality of teaching is good. In the lessons seen teaching was satisfactory and better in all lessons and was good and better in 65 per cent. Teaching was satisfactory overall in Key Stage 1. The strength of the teaching is in Key Stage 2 when 75 per cent of the teaching was good and better. Very good teaching was seen in Years 5 and 6 and, during the inspection, excellent teaching was seen in Year 5. In this lesson the teacher had high expectations of work and set time limits for its completion. Pupils were eager to complete the task, worked very hard and produced work of a high quality. The good progress and higher standards at the end of Key Stage 2 relate to this good teaching and to an improvement in identifying pupils needing extra help and to monitoring pupils' progress more closely. Teachers' planning follows the guidelines of the National Literacy Strategy and the teaching of basic skills has improved as teachers follow these guidelines. Letter sounds are taught effectively using a range of games and activities. This was done very well in Year 1 using an imaginative activity, but inspection of work done at other times indicates an overuse of photocopiable sheets that do not fully challenge pupils and occasionally lead to colouring in activities when time could have been spent on more worthwhile tasks. Teachers have started to identify learning outcomes but these often lack clarity and are explained to pupils in language that is not clear. This leads to pupils being unsure about the focus of the lesson and they cannot explain what they have learned in a lesson. A good feature of most lessons is the brisk pace and the teachers' lively approach that captures pupils' attention. The vast majority of pupils concentrate and have good attitudes to their learning. Teachers plan group tasks that allows collaboration during which pupils are co-operative and share their ideas with each other. Although teaching is satisfactory overall in Key Stage 1, there is a common weakness in the planning of group work which is not matched accurately to pupils' needs. All pupils carry out the same task and this restricts pupils' progress, particularly of the higher attaining pupils. Teachers' expectations of standards that are to be achieved are much higher at the end of Key Stage 2 and pupils rise to these challenges and persevere, even when they find tasks difficult. Teachers offer good advice to help pupils as they work and this is effective in increasing pupils' learning. Some teachers keep informal notes of the progress pupils make during lessons and use this information when planning the next lesson, but this is not a feature of all lessons. This lack of formal procedures is partly to blame for work not matching pupils' needs which leads to pupils not learning the right things to extend their knowledge and understanding. To address the weakness in the last inspection about lack of enthusiasm for reading the school has increased the range of books and teachers select interesting texts to use as a focus for learning in lessons. These texts motivate pupils, and they learn effectively by listening carefully and responding to effective questioning. This has a positive impact on standards in speaking and listening, as well as reading. Management of pupils is generally good in all classes and pupils behave well and show an increasing willingness to accept responsibility for their own learning. For example, they use dictionaries efficiently and older pupils act as reading partners for pupils who need extra support. This works very well at the end of Key Stage 2.

84 The English co-ordinator has successfully implemented the National Literacy Strategy and has observed some lessons being taught. These observations were useful but lacked a clear focus to identify how teachers could improve their practice. Assessment procedures have been put in place to provide information about writing. Examples of work are assessed to National Curriculum levels and in Key Stage 2 this information has been used successfully to raise standards. Test results are used to track pupils' progress as they move up through the school and in Key Stage 2 results are also used to target pupils for additional reading support. Currently there are no other reading records and teachers have no way of knowing the reading techniques pupils are using or identifying the progress they are making on a regular basis. The school has an attractive library but it is underused as a resource for independent learning. The school has a good range of books although multi-cultural books in the library are limited.

## MATHEMATICS

- 85 In 1999, the results of the Key Stage 1 national tests showed attainment to be well below both national averages and schools with a similar intake, with 71 per cent of pupils reaching level 2 or above and five per cent attaining the higher level 3. The school's results were amongst the lowest five per cent of schools across the country. Standards have been declining steadily, when compared to national figures, since 1997. Inspection evidence indicates standards of work are below average at the end of Key Stage 1. Lesson observations and samples of pupils' work, indicate that pupils in the present Year 2 are achieving standards that are higher than in previous years but the numbers exceeding expected levels for the age group are low and overall standards are still below the national average. The picture is improving. Pupils in Year 1 are already attaining in line with national expectations for their age and a significant number are achieving higher standards than would be expected. The successful introduction of a daily numeracy session, closely following the National Numeracy Strategy, is having a very positive impact on standards, as are the high expectations of the teachers of the children under five and of pupils in Year 1.
- 86 In the 1999 Key Stage 2 national tests 58 per cent of pupils reached the expected level 4 or above which is well below national standards. When compared with schools with a similar intake standards were below average. Since 1996, apart from a dip in 1998, standards in mathematics have been rising steadily. Currently, inspection evidence indicates standards are below the national average at the end of Key Stage 2. However, due to the hard work of teachers in implementing the National Numeracy Strategy and the setting of pupils by ability in Years 5 and 6, the pupils now in Year 6 are reaching higher standards than in previous years, and the overall performance is only slightly below national standards.
- 87 At the end of Key Stage 1, many pupils understand the language of number, have a secure knowledge of place value to a hundred and quickly recall addition and subtraction facts to ten. Many use these skills confidently solving problems but are less secure using multiplication. Higher attaining pupils have a better understanding of multiplication and apply this skill to their number work. For example, in Year 2 pupils decide on the contents of a food parcel to give a total weight of 12 kilograms. In this lesson the pupils understood that four tins weighing three kilograms each or six packets weighing two kilograms would make the correct weight. They write the solution correctly as an equation. Pupils know the names and some properties of two and three-dimensional shapes such as circles, rectangles, triangles, cuboids, cones and cylinders. At the end of Key Stage 2, many pupils have a secure understanding of place value to over a thousand and add, subtract, multiply and divide such numbers quickly and confidently with higher attaining pupils working to two or more decimal places. Higher attaining pupils in Year 6 could calculate the amount of liquid they drank in a year by first estimating their daily intake and then multiplying it by 365. However, many pupils have not yet developed sufficient skill to determine how to tackle an open-ended piece of work. Throughout Key Stage 2 pupils are actively encouraged to learn their multiplication tables so that they have instant recall. Their competence is regularly tested during brisk mental mathematics sessions at the start of lessons and memorising multiplication facts is often given as suitable homework. Many pupils have memorised these facts and can use them confidently in their work, which speeds up their calculating when solving problems. Planning of lessons in accordance with the National Numeracy Strategy is having a very positive impact on learning as the lessons observed were well structured and kept pupils focused on the learning objectives. In both key stages pupils have a good, and sometimes exceptional, attitude to their learning and are keen to do well. They enjoy lessons and are eager to learn. In one Year 5/6 set, learning about squared numbers and square roots, the pupils groaned in disappointment when the lesson ended.
- 88 Standards in numeracy are generally satisfactory throughout the school and are beginning to have a positive impact upon standards in other subjects. This is apparent in geography when Key Stage 1 pupils locate and plot objects on maps using a simple grid and Key Stage 2 pupils record rainfall and wind speeds on a graph. Pupils are rarely able to use information technology to enhance their learning as most of the available equipment is old and not always working properly.

- 89 The progress of higher attaining pupils was criticised in the last inspection as not being rapid enough. This has been suitably addressed by banding pupils by ability from Year 1 to Year 4 and by setting pupils in ability groups in Years 5 and 6. This practice is reaping benefits in Key Stage 2, but is still not effective in Key Stage 1 when work does not always fully challenge pupils. Pupils in most classes now work at a level matched and these procedures are also beneficial for pupils with special educational needs who receive effective support that enables them to make good progress relative to their prior attainment.
- 90 The quality of teaching and learning is good overall with some examples of teaching of the highest quality in Key Stage 2. In the lessons seen 54 per cent of teaching was judged to be good and better and teaching was excellent in one lesson in Year 4. No unsatisfactory teaching was observed during the inspection. Teaching is satisfactory in Key Stage 1 and is good in Key Stage 2. The stronger teaching in Key Stage 2 challenges pupils more and is responsible for the quicker progress and improved standards in Key Stage 2. Occasionally, more noticeably in Key Stage 1, there is a lack of challenge for higher attaining pupils and teachers miss opportunities to vary the work during the lesson so that such pupils are suitably stretched and they could achieve more. Teachers manage their pupils well and create a calm and purposeful working atmosphere that enables pupils to learn at a good rate. Teachers have good subject knowledge and are able to ask and answer questions designed to improve pupils' understanding. This is effective in increasing pupils' self-confidence as they work and helps them to learn from their mistakes. Numeracy skills are taught well and the opening of lessons are brisk and provide chances for pupils to practise quick mental calculations. Most teachers have high expectations of the presentation of work and insist on good quality work at all times from their pupils. Pupils take time setting out their work correctly. In the very best lessons, teachers challenged and excited their pupils and asked pertinent questions to assess understanding. For example, in a Year 4 lesson finding doubles and halves of whole numbers, the teacher used a wide range of strategies to help pupils learn, asked some excellent questions and fully achieved the learning outcomes of the lesson leaving pupils eager to learn more.
- 91 Numeracy has been a focus of the school development plan for improvement this year. The introduction of the National Numeracy Strategy has gone some way to improving standards. However, the coordinator has no opportunity to monitor provision or provide further advice to staff. Assessment is in place with the school using the optional tests in Key Stage 2 to identify some areas of weakness in the provision but these assessments are not yet being fully used to target individual pupils and groups of pupils to raise their levels of attainment.

## **SCIENCE**

- 92 The results of the 1999 national tests at the end of Key Stage 2 show that pupils' attainment was broadly in line with the national average and above the average results attained by pupils in similar schools. There was little difference in the performance of girls and boys. Results show a significant improvement over the last four years and standards rose sharply in 1998 and 1999. The results of teacher assessments at the end of Key Stage 1 in 1999 show standards well below the national average. No pupils attained the higher Level 3. Pupils' results were well below the average for similar schools. Evidence from the inspection reflects these results and attainment at the end of Key Stage 2 is broadly in line with the national average and at the end of Key Stage 1 is below average.

- 93 No lessons were seen at Key Stage 1 because science was not taught during the term of the inspection. Discussion with pupils and review of pupils' work at the end of the key stage indicates variable knowledge and understanding across the science curriculum. High and average attaining pupils have sound knowledge and understanding of some aspects of plants and animals, such as the basic conditions for growth and survival and where living things might be found in the locality. Higher attaining pupils know that flowering plants produce seeds that produce new plants. However, there are gaps in knowledge, such as the differences between living and non-living things, and that the term animal includes humans. Most pupils identify a common range of materials and group them according to their names. Higher attaining pupils identify some similarities and differences such as hard and soft. Many pupils have limited understanding of appliances that use electricity and are unable to construct a simple circuit to make a bulb light. The level of overall attainment is similar to that reflected in last year's teacher assessments, which was well below average. Scrutiny of pupils' work indicates limited provision for experimental and investigative tasks; the majority of work is done on published worksheets involving cut and pasted pictures and colouring in, with simple recording tasks. Assessment of learning needs and its use to inform planning is made very difficult by the fact that all finished worksheets are the same. Some content is pitched at an inappropriate level, such as the movement of the earth causing day and night, an area normally studied in Year 6. Limited coverage, little time, and low teacher expectations combine to prevent pupils attaining the expected level at the end of Key Stage 1. Their progress is unsatisfactory and not as good as in other subjects.
- 94 By the end of Key Stage 2 standards have improved and is in line with the national average. Current work in lessons at the end of the key stage shows that most pupils have sound knowledge of the orbit of the moon around the earth and the orbit of both around the sun, and understand the basic concepts relating to day and night. Higher attaining and average pupils have a good knowledge of health education and the function of different organs and parts of the body. They have a good understanding of the factors affecting plant growth and higher attaining pupils use scientific terminology such as, 'pollination' and 'fertilisation' correctly. More opportunities for investigation are provided in Key Stage 2 and pupils make good progress in learning the necessary skills of analysing data. For example, in Year 3 pupils were enthusiastic about the practical work on dissolving and explained some of the conditions needed for fair testing. They clearly understood that for results to be accurate they needed to check they used the same amount of water and same amount of solids. Most pupils understood that clear water indicated that solids had completely dissolved and that 'cloudy' water indicated the opposite. Some pupils used and understood terms such as 'transparent like clear' and 'opaque like the floury water' and 'particles' as in the sandy water because the teacher emphasised the use of a scientific vocabulary. The pace of the lesson was very measured and appropriate to the learning needs of pupils, and gave time for pupils to reflect on what they had learned. Pupils in this lesson made particularly good progress. At the end of the key stage investigations about the heart and circulation have been carried out and this has effectively enabled higher attaining pupils to exceed the national average.

- 95 No teaching was seen at Key Stage 1, but planning is adversely affected by the limited time given to the subject. Low teacher expectations, lack of detail in planning and the limited variety of activities evident in the pupils' books indicate teaching is not always satisfactory and not as effective as in Key Stage 2. Teaching and learning are mostly good at Key Stage 2 and pupils make good progress. In the lessons seen 67 per cent of the teaching was good and the rest was satisfactory. Pupils learn effectively because learning outcomes are appropriately focused, explained clearly and returned to in plenary sessions. Lessons are presented in interesting ways, and the different elements are well timed and paced. In a Year 6 lesson, the teacher made good use of a video by pausing to question pupils' understanding of different concepts relating to the movements of the earth and sun, clarified and emphasised important teaching points. Pupils listened carefully and made relevant notes during the short video that were subsequently used as an aid to independent writing. Pupils with special educational needs were targeted for support and were able to use their brief but effective notes in modified work and they made good progress. Good links between language skills and science are made through opportunities for pupils to talk about their ideas, listen carefully to others, make notes, read and write instructions and make lists. Links between numeracy skills and science are less well developed. A Year 4 lesson involved measurement of the temperature of water, explanation of the term 'average' and the use of a prepared graph to record results but there are limited examples of pupils practising their numeracy skills in science lessons. Similarly information technology is underused to record results in science.
- 96 The school's science curriculum lacks cohesion because it is taught through topics in ways that do not allow for the systematic building of scientific knowledge and understanding. Because of this practice, there are long gaps where science is not taught, such as in Year 2 where all science teaching takes place in the autumn term. Insufficient time is allocated to teaching and learning at both key stages and too little content is taught. Monitoring of results at Key Stage 1 has not been effective in adjusting the curriculum to lead to improved standards. The issue of time was identified in the last report and this remains a concern. Higher attaining pupils were not fully extended in their learning in the last report; some action has been taken to remedy this through placing pupils in classes according to their prior attainment in Years 1 to 4. However, while there is some evidence of modified tasks between classes in the same year group, mainly in the form of more simple worksheets, higher attaining pupils are set the same level of work within their band and in the mixed ability classes in Years 5 and 6. As a response to a weakness in the previous report the school designed some end of unit assessments but these have been discontinued, except in Year 5, as the school has focussed on literacy and numeracy. Currently there are no formal assessment procedures and the teachers devise their own systems but these give a limited indication of attainment as curriculum coverage is narrow. The school has adapted the curriculum in Year 6 as a response to an analysis of the end of Key Stage 2 national tests. Planning now allows for more attention to aspects of the curriculum that require more knowledge and understanding and these aspects are revisited in preparation for the national tests. This has led to the improvement in national test results as pupils leave school.

## **ART**

- 97 Standards in art are broadly similar to that seen in most schools by the time pupils leave the school. Although limited teaching was seen evidence was supported by the displays of pupils' work around the school. Overall, the progress of pupils of all abilities as they move up through the school is satisfactory.

- 98 In a reception lesson, pupils built on the good start they have made in the early years by extending their colour mixing and matching skills, and increasing their understanding of lighter and darker shades. This was a direct result of good teaching. They were reminded of paint mixing routines through a demonstration of colour mixing and were encouraged to experiment with their ideas. Pupils were enthusiastic and the range of colours they made created some sense of wonder. Too little teaching was seen at Key Stage 1 to make an overall judgement but teachers have provided an interesting range of activities. Work on display in Year 1 shows a creative use of pastels to record textures, patterns, shapes and colours in lively drawings of owls. They have given due attention to the artist's style after looking at the work of Peter Bruegel. In Year 2, pupils continue to mix colours but have few opportunities to extend these skills or express their own ideas. For example, the pupils' urban and rural landscape paintings were not sufficiently supported by observation and experience of the environment.
- 99 By the end of Key Stage 2, pupils make carefully observed paintings of flowers and plants. In a lesson on printmaking, they created simple but effective designs in relief using art straws. By the end of the lesson, they understood this technique of printing in units due to the very clear instructions and well organised activity planned by the teacher. However, standards could have been higher if pupils had been given both time and opportunity to investigate different resources and use them to stimulate and develop their ideas.
- 100 Teaching and learning at Key Stage 2 are at least satisfactory and sometimes good. Pupils have a reasonable experience of working with different materials in art. In a Year 4 lesson on weaving, pupils worked with enthusiasm and increased their understanding of some of the work of craftspeople because of the very good teaching. The teacher provided a wide range of interesting resources and encouraged pupils to experiment with ideas. The work of different artists provided a good stimulus for lessons on abstract art in Year 5. Pupils were very motivated by the resources and the good teaching presentation on the theme of 'mood', and showed understanding of the artists' methods in subsequent discussions. Teachers' subject knowledge is insecure in areas where art is used to illustrate work in other subjects, such as that connected with Ancient Greece in Years 3 and 4. Management of pupils is good in art; this results in very good behaviour and pupils are enthusiastic and enjoy the lessons.
- 101 The last report stated that pupils did not make systematic gains in learning based upon the high levels begun in the early years. This is still the case. Lack of a planned, detailed scheme of work continues to impede the development of pupils' knowledge, skills and understanding, such as colour mixing and understanding of different paint consistencies. The co-ordinator has very good subject knowledge but has not been able to influence standards, as the subject has not been prioritised since the last inspection.

## **DESIGN AND TECHNOLOGY**

- 102 Only a few lessons in design and technology were observed during the inspection but, from these, teachers' planning and looking at pupils' work, the standards achieved in both key stages are as expected for the age and ability of the pupils. This is a similar judgement to that made in the last inspection.



- 103 At the end of Key Stage 1, pupils make wheeled toys as was seen in a Year 2 class making boats as part of their work on Victorian toys. These were made carefully following a set design and pupils were very proud of their finished products. They successfully learned a range of design and technology skills such as cutting and joining techniques during the lesson. Pupils in Year 1 used construction kits to make vehicles and drew their completed models accurately and with a good eye for detail. They also made good quality moving flowers from card, which popped up from a flowerpot when a tab was pushed. In Key Stage 2, pupils use an interesting range of materials to make a variety of attractive models. They follow the correct design process in a design booklet. Pupils draw and label their initial ideas, list suitable resources, make and modify their designs and critically evaluate the final product. In Year 6, pupils made effective moving models, some with gear mechanisms, to illustrate a scene from a book they had read. Pupils in Year 5 made a variety of bridges, such as arched, clapper and suspension from card, wood and string. These were attractively made although the construction principles underlying the designs was not fully explored and used in the design and making process. Year 4 pupils have designed and made Greek temples with columns showing a good understanding of different ways to cut and join card. The many good displays of pupils' work in design and technology around the school do much to raise the profile of the subject and demonstrate how the school values the work of its pupils. The subject is thoroughly enjoyed by pupils and they work with good concentration and determination.
- 104 The quality of teaching in the lessons seen was always satisfactory or better. Teachers plan work linked to class topics as well as to meet the demands of the subject itself. Due regard is paid to the design process although sometimes the emphasis is more on making than designing and the work in some classes is too teacher directed with pupils having little control over the materials used. When teachers set a challenge, the response of the pupils is very good and they are eager to find solutions and produce good results. For example, a Year 4 class designed and made a waterproof container from paper, foil and cling film. They worked extremely hard, co-operated well and were keen to succeed. All were eagerly looking forward to testing and evaluating the finished product in the next lesson. Teachers manage practical lessons very well and behaviour is good.
- 105 The co-ordinator gives good leadership in the subject but has had no non-contact time to monitor the teaching and learning. There are plans to establish design and technology more as a subject in its own right with pupils' skills being built on year by year as they progress through the school and a wider range of resources, including electronics, used in projects.

## **GEOGRAPHY**

- 106 Pupils' standards of work and overall progress in geography are satisfactory in both key stages. They develop a range of knowledge, skills and understanding appropriate for their age as they move through the school.
- 107 In Key Stage 1, pupils begin to develop a sense of location through studying journeys. For example, they discuss their journey to school and begin to map it, developing a sense of direction and scale. Pupils at the end of the key stage investigate the locality and areas beyond. This enables them to make appropriate comparisons between town and country. They develop appropriate skills in recording variations in local weather and local objects on a map, using a simple grid. However, there is insufficient variation in the overall quality of work, between pupils of differing abilities and little evidence of extension tasks being undertaken by higher attaining pupils. This impedes the progress of these pupils.

- 108 In Key Stage 2, pupils in Year 3 study local rivers and develop an appropriate knowledge of the different features found, for example, the source, a meander and the estuary. They improve their mapping skills, using more complex symbols to record features. By the end of the key stage, pupils produce a substantial study of the Peak District, based upon a visit to Youlgrave. Their mapping skills develop well and they become confident in using compass, scale and four figure co-ordinates. By the end of the key stage, pupils complete a detailed investigation of contrasting world climates. This effectively promotes a range of recording skills, to note temperature, wind speeds and rainfall. From this work and other resources, they complete a comparative study to show how humans adapt to living in hot and cold climates. A useful comparative study, between Kirk Hallam and Maraka, in Pakistan, enables pupils to assess how climatic and environmental factors influence lifestyles. By the end of the key stage, pupils of differing abilities develop their skills to appropriate levels and make good progress in identifying similarities and differences between contrasting locations.
- 109 Only a limited amount of teaching was observed in Key Stage 1. From this and the scrutiny of work, the overall quality is judged to be satisfactory, with examples of good teaching in place. The strengths of teaching include a secure knowledge base that is shared enthusiastically with pupils to enable them to extend their geographical understanding, Good questioning skills and an effective use of resources make lessons interesting and pupils learn well through listening carefully and retaining previous information. The effective use of the school grounds, and a stimulating range of visits, enable pupils to practise their mapping skills and this leads to pupils gaining a better knowledge of these techniques. Teaching is less effective in Key Stage 1 when activities are not as interesting as in Key Stage 2 and higher attaining pupils are not always given tasks that fully extend their learning.
- 110 The co-ordinator manages the subject satisfactorily and has developed a useful portfolio of work to check that all aspects of the curriculum receive good attention. Resources are adequate, but need further development to support the role of information technology within the subject. Geography contributes usefully to the development of numeracy and literacy through recording evidence on graphs and writing reports of visits. Since the last inspection more opportunities have been provided to develop the teaching of geographical skills.

## **HISTORY**

- 111 Pupils' overall progress in history is satisfactory in both key stages and standards are similar to those seen in most schools. As they move through the school, pupils develop an appropriate range of historical skills and improve their knowledge and understanding.
- 112 In Key Stage 1, pupils begin to develop an understanding of change over time. They study different forms of transport to illustrate this. At the end of the key stage, pupils know about the Victorian era. They make sound progress in recognising similarities and differences between then and now. They identify utensils and equipment in a Victorian kitchen and match these to their own homes. A strength in their work is where pupils empathise with the past. For example, in studying the Victorian classroom, pupils listen to instructions and respond as Victorian children. They identify similarities and differences in the Victorian curriculum to their own. There is however, insufficient independent written work completed and this does impact upon overall standards, especially for higher attaining pupils.

- 113 In Key Stage 2, pupils cover an appropriate range of topics. Currently, pupils in Years 3 and 4 study Ancient Greece. They investigate the lives of citizens, slaves, soldiers, and scholars. This enables pupils to build up a good picture of life at that time. Pupils make sound progress in using different sources of evidence. They gain useful insights into development of the Greek alphabet and its influence upon the English language. In Year 5 and 6, two contrasting periods are investigated; the Victorians and the Tudors. Both topics make good use of varied resources. A visit to Elvaston Castle enables pupils to experience a Victorian 'recreation day' and this enables them to empathise with life at that time. A visit by local 'Tudor' actors also helps pupils understand everyday life of the period. Pupils write in detail about the Tudor dynasty and specific events, such as the voyage of the Spanish Armada. This effectively promotes pupils' understanding of differing motives and the consequences of action. The strengths of pupils' work in Key Stage 2 include improving skills in interpreting evidence, the developing of empathy skills and better presentation.
- 114 A limited amount of teaching was observed during the inspection. From this and the scrutiny of work, the overall quality of teaching is judged to be satisfactory. Teachers' knowledge and understanding are secure. Strengths include positive relationships, a good use of resources and effective questioning skills. Teachers arrange an interesting range of activities and these are successful in bringing history to life for the pupils. All these promote effective learning. Teaching is less effective in Key Stage 1, when teachers rely too heavily on the school prepared booklet and this limits the amount of time pupils spend on investigating using a range of resources. In Key Stage 2, tasks set are not always well matched to the needs of pupils with differing abilities and, notably, higher attaining pupils have insufficient opportunity to work on independent research.
- 115 The management of the subject is satisfactory and the co-ordinator has carefully planned the curriculum to ensure that all pupils have access to a wide range of topics. Since the last inspection, this subject has not featured as a priority in the school development plan. However, it has maintained its position in the overall curriculum well, having a positive impact upon the development of literacy and numeracy.

## **INFORMATION TECHNOLOGY**

- 116 Attainment in information technology is below the national expectation at the end of both key stages. Standards have not risen since the last inspection as resources have not been significantly improved and pupils do not have access to equipment that would enable them to learn all aspects of the curriculum. In many aspects of the subject, such as control technology and the monitoring of external events, the school has not improved the provision for its pupils over the past four years. Statutory requirements for the delivery of the subject are not being met at present.
- 117 Pupils at the end of Key Stage 1 have limited skills in information technology. They can use a computer for basic word processing and playing games in mathematics. Pupils can successfully use a program to design their own town linked to their work in geography and can use the mouse to drag the various roads and buildings into place. Their keyboard skills are underdeveloped and, apart from those pupils with computers at home, have little understanding of the uses of information technology in the world around them.
- 118 By the end of Key Stage 2, pupils' skills have improved only slightly in word processing and, as they have only had access to old computers, their knowledge and understanding of other aspects of the curriculum are unsatisfactory. Information technology has been underused for aspects of control and measurement and for research and the interrogation of information. Again, the skills of pupils with home computers are much better developed than those of their less fortunate peers.

- 119 However, the school is now about to embark on a thorough overhaul of its provision. Staff, governors, parents and pupils are very excited about the new developments, which are to take place in the near future. Funds have been raised by the governors and the Friends of Dallimore to equip a brand new computer suite with modern machines, suitable software and Internet access. The suite will be timetabled so that all pupils have regular access and can learn many new skills in an inviting environment. In the past few weeks the current provision has been enhanced by the installation of two new computers donated by a local secondary school. These are at present deployed in classrooms in Year 1 and Year 4, enabling some teachers and pupils to make a start on improving their knowledge and understanding prior to the suite being fully operational.
- 120 Very few class lessons in information and communications technology were taking place during the inspection. By looking at pupils' finished work, teachers' planning and talking to pupils about the subject, the quality of teaching and learning is judged to be unsatisfactory. Teachers rarely include information technology in their planning and it is not seen as a subject in its own right. In fact, it is not specifically mentioned on the school's curriculum planning sheets. More often it is used to supplement learning in other subject areas such as science where pupils used a CD-ROM to find out facts about the human body. The learning of specific information technology skills is incidental. Pupils are extremely interested in the subject and are eager to learn more. They enjoy the limited opportunities they have to develop their skills and are frustrated by the current low level of provision.
- 121 The development of information technology is a priority on the school's development plan and the co-ordinator is implementing several new developments. The school has been supported well by the governors, parents and by the information and technology department of a local secondary school. The new computer suite and resources are now available and there are plans for training for teachers. The school is now well placed to raise standards in the subject and the school is fully committed to ensuring that statutory requirements are met as soon as possible.

## **MUSIC**

- 122 Standards in music have improved considerably since the last inspection. The majority of the pupils, at the end of both key stages are working at an appropriate level for their age.
- 123 The recently implemented commercial scheme of work provides appropriately for the pupils to build up listening and performing skills systematically over time. This enables the vast majority of the pupils, including those with special educational needs, to make satisfactory progress. By the end of Key Stage 1, they sing a variety of songs with attention to musical elements such as pitch, dynamics and rhythm. With adult help, they keep to their own part, and are reasonably in tune when singing a simple round such as Frère Jacques. When accompanying their singing with percussion they keep accurately to a simple beat. In Key Stage 2, the pupils extend their repertoire of songs and knowledge of music to include work for a diversity of cultures including traditional western folk songs and music from the east. For instance, the pupils in Year 5 sing an Israeli folk song with attention to pitch and tempo. They practise and improve their performance. In small groups, pupils are beginning to organise their own compositions. They create a planned effect with percussion by arranging the instruments and rhythm expressively. In Year 6, the pupils sing confidently and accurately with controlled phrasing. They sing in two parts, maintaining the melody or the accompaniment whilst relating their contribution to that of others. No evidence was seen, however, of pupils using notation to write down their ideas or of using tape recorders to enable them to appraise their own compositions and note improvement over time.

- 124 The quality of teaching ranges from satisfactory to good and is satisfactory overall. The teachers' knowledge and understanding have been enhanced by training and are supported well by the detailed scheme of work. There is, however, still a lack of confidence in some classes and pupils are then not always clearly told about how to improve their work. Expectations are sometimes too low and all children are not challenged to reach the standards of which they are capable. This slows down progress, particularly of the potentially higher attaining pupils. Good relationships are a strength of the teaching; pupils' behaviour is good and instruments are handled with great care. The teachers use praise effectively to encourage pupils to actively explore musical elements, and to become confident in their own performance. The pupils respond with enthusiasm and enjoyment. Management skills are effective in promoting a purposeful atmosphere for learning. Little time is wasted in keeping pupils on task, which leads to high levels of concentration when listening, performing and appraising. However, due to the organisation of the curriculum, some lessons, particularly for younger pupils, are too long and this leads to pupils becoming restless.
- 125 Management of the subject is good. The co-ordinator has been effective in implementing a consistent approach to the teaching of music throughout the school, which is raising standards, particularly in singing. Through monitoring teaching in the classroom, the co-ordinator has a clear understanding of the school's strengths and weaknesses and has rightly identified the area of composing skills as in need of further development. The choir enhances the provision for some pupils in Years 5 and 6, and contributes positively to the musical life of the school when singing in assembly.

## **PHYSICAL EDUCATION**

- 126 During the week of inspection, physical education lessons seen included indoor games and gymnastics. No lessons were seen in the upper juniors because of timetabling arrangements. Scrutiny of planning and discussion with the subject co-ordinator indicate that the school provides a well-balanced programme of physical education that includes dance and movement, gymnastics, outdoor games, athletics and outdoor and adventurous activities for the older pupils. Pupils in Years 5 and 6 have swimming lessons throughout the year.
- 127 At the end of Key Stage 1 standards of work were similar to what is expected for this age group and there was evidence in gymnastics of higher standards. Teaching and learning range from satisfactory to very good in Key Stage 1 and are good overall. Teachers emphasise matters of health and safety and pupils have a clear understanding of the effects of exercise on the body. In a Year 2 gymnastics lesson, good teaching methods helped pupils to practise their skills of running, jumping and spinning, which led to inventive movements and good attainment. Pupils showed good co-ordination and the ability to link different movements into a short sequence. Skills developed through floor work were transferred effectively onto large apparatus. They planned their work and evaluated that of others with perceptive comments. Good assessment of pupils' ability to balance was made by the teacher, resulting in quick intervention and clarification of instructions. Very good routines and safe procedures were firmly established by the teacher in a lesson involving both movement and small games with an overall focus on control. In Year 1, pupils changed quickly and quietly, organised themselves for warm-up exercises, arranged small apparatus and games equipment, and took responsibility for collecting and returning apparatus and equipment. Pupils consolidated their ball handling skills, movements and landings because of the very clear instructions and high expectations of learning. Pupils' rate of learning would improve in some lessons if more time was allowed for practising and developing movements, and time was not wasted waiting turns or putting out apparatus. Most teachers act as good role models, dressing appropriately and showing an enthusiasm for physical education, which is reflected in pupils' attitudes.
- 128 A special needs assistant provided satisfactory language and personal support for a pupil with special educational needs and this enabled good progress to be made. Teachers ensure all pupils are fully involved in lessons and keep a watchful eye when pupils with special educational needs require extra help.

- 129 Only a limited number of lessons were seen at Key Stage 2. These were in games and took place in the hall, which limited pupils' abilities to move freely. Teaching and learning range from good to unsatisfactory and are satisfactory overall. Standards are similar to those found in most schools. Pupils in Year 3 tried hard to improve aiming, throwing and catching skills through well-paced activities and good teaching strategies. Good planning enabled them to devise simple, small group competitions and evaluate the need for rules. One group recognised the need for a rule that would prevent overcrowding. Some pupils improved their performance by seeking space to receive the ball, showing good dodging movements. Little progress was made in a lesson when the teacher's control of pupils was ineffective and this led to pupils talking constantly, failing to concentrate or listen to instructions. Swimming receives good attention and consequently 90 per cent of pupils are able to swim the required distance of 25 metres by the time they leave the school.
- 130 A very good range of extra-curricular activities throughout the year supports the physical education curriculum. Pupils gain experience of different sports and many compete within the school and in inter-school and district sport. This ensures the subject makes a positive contribution to pupils' social development. Moral development is also promoted effectively through the emphasis on teamwork and fair play. Subject management is effective in organising continuity of learning through the implementation of the Local Authority's programme of work. The co-ordinator has good subject knowledge but has not been able to monitor the quality of pupils' learning experiences.

## **RELIGIOUS EDUCATION**

- 131 Standards of attainment do not meet the requirements of the Locally Agreed Syllabus in Key Stage 1. The school does not teach those aspects of the syllabus which require reference to a second faith in addition to Christianity. In addition, the standards of work of about 50 per cent of pupils in Year 2 are below those to be expected of pupils by the age of seven. At the end of Key Stage 2, standards of work meet the requirements of the locally agreed syllabus. Although there is some shortfall in time allocated to the subject, the standards of work achieved by most pupils do meet the requirements of the Agreed Syllabus for 11-year olds and the curriculum covers all required aspects. The status of religious education within the school curriculum has changed since the last inspection as the school has focused on raising standards in literacy and numeracy. Overall, the standards have been maintained in Key Stage 2, whilst there has been some reduction in Key Stage 1. The issue of developing effective assessment systems is yet to be addressed.
- 132 By the age of seven, higher attaining pupils recall the main events in the life of Christ. They recognise him as a special person whom Christians believe is the Son of God. Pupils know that Christ used parables to present his message. For example, they recall the parable of the 'vineyard' and offer valid opinions upon the actions of the owner's two sons. Pupils study the parable of the Good Samaritan, and understand its significance. They relate its message to events in their own lives concerned with helping others and friendship. Pupils write accurate sentences and paragraphs to clearly express their views. Lower attaining pupils have more limited understanding of these events. They recognise the importance of helping others, but find these ideas more difficult to express and relate to Biblical stories. Their written work is too brief and lacks clarity and understanding. Pupils of all abilities make satisfactory progress in developing an awareness of the importance of these stories to Christians. However, they have little knowledge of festivals, traditions and symbols beyond the Christian faith, as required by the agreed syllabus.

- 133 By the end of Key Stage 2, pupils develop their understanding of Christianity to an appropriate depth and become familiar with the principle beliefs of Islam and Hinduism. All pupils in Year 6 complete a detailed project on Islam and demonstrate appropriate understanding of its core beliefs. For example, they identify the 'five pillars of wisdom' and show how these influence Muslim religious practices. Pupils accurately describe worship in the Mosque and demonstrate an understanding of the celebration of Ramadan. They make valid comparisons between Christian and Muslim celebrations and festivals; for example, marriages and baptisms and Christmas and Eid. As they move through the key stage, pupils make satisfactory progress in developing their understanding of three world faiths. In Year 5 they complete a detailed topic on 'living with faith' in which they explore Christian beliefs and show how they influence behaviour. Pupils in Year 3 investigate the basic beliefs of Hinduism through stories, and gain insights into popular festivals, such as 'Divali.'
- 134 A limited number of lessons were observed in Key Stage 1, but none in Key Stage 2. From these and the work scrutiny, the overall quality of teaching is judged to be satisfactory. In Key Stage 1, its strengths include presenting stories clearly and supporting these with appropriate resources and artefacts. Good questioning skills help pupils relate these to events in their own lives. Relationships are positive, behaviour is managed effectively and lessons are conducted in an orderly atmosphere. Knowledge and understanding are secure. Where teaching is less satisfactory, planning lacks detail and there is a lack of challenge in the tasks set and the lessons lack pace. This prevents pupils making sufficient progress. In Key Stage 2, pupils are presented with an appropriate and varied range of themes, which are suitably resourced. This enables them to make sufficient progress in understanding the core beliefs of three world faiths. In Key Stage 2, the blocking of topics has the advantage of providing focused, in-depth teaching. However, the considerable gap in time between these topics impedes the overall continuity of learning for pupils. In both key stages, there is insufficient challenge in tasks set and an over reliance on worksheets. There is a lack of planned extension work for higher attaining pupils. This does have some impact upon their work, by restricting the development of their independent research skills.
- 135 Overall subject management is satisfactory and the coordinator has built up a good range of resources. However, there is limited time to monitor provision or to check on teachers' planning and this has led to inadequate coverage of the curriculum. The emphasis on caring and relationships developed through the subject ensures the subject reflects the school's aims and values.