

INSPECTION REPORT

ALVASTON JUNIOR COMMUNITY SCHOOL

Alvaston

LEA area: Derby

Unique reference number: 112743

Headteacher: Mrs M Wadsley

Reporting inspector: Mrs J E Platt
11565

Dates of inspection: 14th – 18th February 2000

Inspection number: 190472

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	County
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Elvaston Lane Alvaston Derby
Postcode:	DE24 OPU
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr W Smith
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J E Platt	Registered inspector	Physical education	What sort of school is it?
		Special educational needs	What should the school do to improve further?
			School's results and achievements
			How well are pupils taught?
Mr E J T Acaster	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
Mrs C Cressey	Team inspector	Mathematics	How well is the school led and managed?
		Information technology	
Mr R B Spencer	Team inspector	History	How good are the curricular and other opportunities offered to pupils?
		Religious education	
		Equal opportunities	
		English as an additional language	
Mrs I Wakefield	Team inspector	English	How well does the school care for its' pupils?
		Art	
		Music	
Mrs P King	Team inspector	Science	
		Design and technology	
		Geography	

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Alvaston Junior School is a designated community school on the outskirts of Derby. The surrounding area is residential and pupils attending the school come from a wide range of backgrounds. Overall attainment as pupils start school is broadly average. The school is a larger than average primary school having 387 boys and girls on roll. The proportion of pupils eligible for free school meals (20%) is broadly average. About 1.8% of pupils come from homes where English is not the first language and this is higher than in most schools. The school has an Enhanced Resource Facility and provides education for 28 pupils with formal statements of special educational needs. The school has an additional 8 pupils with statements and overall there are 92 pupils on the register of special educational need. These figures are well above average.

HOW GOOD THE SCHOOL IS

This is a happy, caring school where pupils achieve satisfactory standards in English, mathematics and science. Almost all the teaching is at least satisfactory and much is good and better. The curriculum provides well for the needs of all pupils including the pupils with special educational needs who are fully involved in all activities. At the time of the inspection the headteacher had only been in place for five weeks. Leadership provided by the headteacher, the deputy headteacher, (previously acting headteacher) governors and staff is effective and they have rewritten the school's mission statement with a clear focus on enabling pupils to reach their full potential. Much has been done to raise standards since the previous inspection. The school manages its budget well and provides satisfactory value for money.

What the school does well

- Teaching of the National Literacy and Numeracy Strategies is often good and has led to improved standards in English and mathematics.
- The school is well led and all involved work together as a team with a commitment to further raise standards.
- Pupils behave well and relationships in the school are very good.
- Pupils are attentive in lessons and develop very good attitudes to learning.
- Provision for pupils with special educational needs is very good.

What could be improved

- Not all aspects of information technology are fully developed and standards of work are below those in other subjects.
- The school's system to record progress in all subjects, except English and mathematics, is insufficiently rigorous to allow accurate data to be collected and analysed to set targets for improvement.
- Planning is not always sufficiently detailed and lesson objectives are not always explained clearly to pupils.
- The organisation of the school day does not make best use of staff, resources and accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has overcome the majority of concerns identified in the previous inspection in November 1996. Developments have been good and have led to improved standards in English, mathematics and science. Teaching has improved and lessons seen included a variety of teaching strategies. Assessment systems and matching work more accurately to National Curriculum levels are aspects that the school has not fully resolved. Management roles have been strengthened. Progress to meet the priorities in the school development plan and the targets set from the previous inspection is more closely monitored. The curriculum now gives due attention to design and technology but some aspects of information technology do not receive sufficient attention. The school has had insufficient resources to provide for information technology and computers are not used enough to support learning across the curriculum. The school has maintained the positive ethos and is well placed to make further improvements.

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	D	D	E	E	well above average A above average B Average C below average D well below average E
Mathematics	E	E	D	E	
Science	E	D	D	E	

The information above shows that standards in 1999 in mathematics and science were below the national average and in English were well below the national average. When compared with similar schools standards in the three subjects were well below average. In the 1999 group these figures were distorted to an extent by the well above average proportion of pupils having special educational needs and the fluctuating number of pupils eligible for free school meals. Taking into consideration these factors the school is judged to be broadly average in English and mathematics compared with other schools in Derby. Standards have been gradually rising as the school has responded to concerns raised in the previous inspection. Teaching and planning have improved and by the end of the key stage standards in English, mathematics and science are now in line with the national average. The number of pupils exceeding these standards remains low but has also improved. The school exceeded the targets agreed with the Local Education Authority in 1999 and is well placed to reach the more challenging targets.

Standards in numeracy and literacy are satisfactory and are used well to support learning in other subjects. Standards in information technology are below average and pupils receive insufficient teaching to acquire the required skills. Development of this subject has been slow due to inadequate resources. Standards in religious education are in line with the requirements of the Locally Agreed Syllabus. In other subjects the standard of work seen was satisfactory and in history it was good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic learners and are proud of their work. They persevere to complete tasks.
Behaviour, in and out of classrooms	Good. This has a very positive effect on the orderly atmosphere in lessons.
Personal development and relationships	Very good. Pupils have a genuine concern for the needs of each other. Relationships are very good and contribute to the community spirit in the school.
Attendance	Good. Attendance is above the national average.

Pupils' respect for each other and adults is a strong feature that prevails throughout the school day.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Not applicable	Not applicable	Satisfactory

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 in the school is satisfactory. In the lessons seen teaching was satisfactory or better in 96 per cent of lessons. Teaching was good and better in 44 percent of lessons, very good in 15 per cent of these lessons and excellent in one per cent. This is a significant improvement since the previous inspection. Good teaching was seen in all years but it was best in Years 3 and 6 and the strength at the end of the key stage has had a major impact on improved standards as pupils leave school. Teachers have secure knowledge of the subjects they teach except for information technology where teachers are less confident teaching some aspects of the curriculum. Teaching was good in mathematics lessons and the lively openings and brisk pace have been effective in increasing pupils' mental agility and problem solving skills. The Literacy Hour is now firmly established in the school and the teaching of literacy is satisfactory and often good. Teaching of pupils with special educational needs is good and enables these pupils to take a full and active part in lessons and their rate of learning is good. Planning is satisfactory but is not always sufficiently detailed and lesson objectives are not always clear or explained to pupils. This makes it difficult for pupils to assess their own learning. Expectations are occasionally not high enough for all pupils and there are missed opportunities for higher attaining pupils to work at more challenging work or to plan their own investigations. Marking of work is completed regularly but procedures for on-going assessment are not effective in providing information to aid future planning.

Pupils are enthusiastic learners and are eager to extend their knowledge. They are keen to apply what they learn to new situations and learn at a satisfactory rate as they move up through the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All statutory requirements met except for in information technology that does not include the full range of activities.
Provision for pupils with special educational needs	Very good. All pupils receive effective support in lessons and all staff and pupils are very sensitive to the needs of these pupils.
Provision for pupils with English as an additional language	Pupils who have English as an additional language require no additional support as they speak English fluently.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for social and moral development and issues of kindness and caring for each other are taught well. Spiritual development is satisfactory although not always emphasised in lessons. Provision for cultural development is good.
How well the school cares for its pupils	Good attention is given to the health and welfare of pupils. Procedures for child protection are good. Teachers' records of assessment do not always include sufficient detail to inform future lessons or set challenging targets.

The school has effective links with parents who are happy with the very positive ethos and relationships that the school promotes. They are kept well informed about school activities although not all annual reports tell parents clearly about the progress children are making or what they need to do to improve. Parents and carers make a good contribution to pupils' learning by helping in school and supporting children with work given to be done at home.

The school curriculum provides a good balance of academic, social, creative and physical activities. The school's focus on literacy and numeracy has led to improved standards in English and mathematics. Information technology receives insufficient attention and the school has detailed plans to resolve this weakness.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and staff have a clear educational vision for the school and this is the central focus of the school's recently revised mission statement.
How well the governors fulfil their responsibilities	Good. The governors are supportive and carry out their role diligently. They are well informed and have a good understanding of all aspects of the school.
The school's evaluation of its performance	Satisfactory. The school has started to analyse its test results more closely and to use this information to set targets to raise standards of attainment.
The strategic use of resources	Satisfactory. Most resources are used well although computers are not used effectively to support learning in other subjects. The planning of the school day, with all pupils having literacy at the same time, makes it difficult to use all staff and resources as efficiently as possible.

The school has sufficient staff to teach all subjects in the 7 to 11 age range. There is a good number of support staff who are trained and experienced and make a very positive contribution to the quality of learning. Accommodation is spacious and staff and the governing body are continually improving the interior with refurbishments and displays of pupils' work. Resources are adequate. The school has improved book resources to support the Literacy Hour although a significant number of fiction and non-fiction books in the library are old. Books are of better quality in classrooms. Resources for information technology are insufficient to meet the needs of the curriculum.

The school's adoption of the principles of best value is satisfactory and money is spent prudently to meet the priorities in the school development plan. However, the school failed to recognise the need to improve resources for information technology and the subject has received insufficient attention. Plans are now in place to improve this provision. The school has a strong management team and the school is well placed to make further improvements.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is approachable and responsive, staff are very supportive.• Teachers expect children to work hard.• Behaviour has improved and is now good.• Relationships and the school ethos are very good.• The school is well led and managed.	<ul style="list-style-type: none">• The inconsistency in the amount of work given to children to do at home.

The inspection team agrees with all the strengths identified by parents.

The amount of homework does vary between classes and this is an aspect that requires reviewing in line with the school's homework policy.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 In 1999, the pupils' results in national tests for eleven-year-olds were below average in mathematics and science and well below average in English when compared to all schools. When compared to schools of similar background the pupils' results were well below average. However, these comparisons are affected by the high number of pupils with special educational needs and the changing pattern of pupils eligible for free school meals. For a short time in 1999 the number of pupils eligible for free school meals fell below 20 per cent and this adversely affected the figures when comparing results to similar schools. These factors distort the picture and compared with other schools in the city, attainment is broadly average. Although statutory results have remained below the national average, standards have been gradually rising since the last inspection. Evidence from the inspection identifies that the improvement has continued and standards at the end of the key stage in English, mathematics and science are in line with the national average. The proportion of pupils gaining the national target level has increased although the numbers exceeding this level are still low and the school has plans to improve provision for this group. Improvements have been brought about by several factors. The National Literacy and Numeracy Strategies have been implemented and these provide more guidance for teachers' planning and ensure tasks build on prior learning. Teaching has improved as the school has successfully overcome weaknesses identified in the previous inspection. In mathematics pupils are taught in groups according to their ability and this has allowed the teachers to follow more closely the guidance in the Numeracy Strategy. Attainment on entry to the school has been gradually rising and the intake now includes more pupils who exceeded the national average when they left the infant school. The school is striving to raise standards and succeeded in attaining the targets agreed by the governing body in 1999 and these have been increased in light of these results. Considering the pupils' prior attainment, and the considerable proportion of pupils identified as having special educational needs these targets are challenging for the school.

- 2 Since 1996 standards at the end of Key Stage 2 have been below the national average in English and well below average in mathematics and science. Many pupils who had started the school with average attainment had not made satisfactory progress relative to their prior attainment. The previous inspection identified this underachievement and the school has done much to enable the vast majority of pupils to make at least satisfactory progress as they move up through the school. The best progress is in Years 3 and 6 when teachers' planning is more detailed and tasks build on prior learning. Pupils identified as having special educational needs are included in all aspects of the curriculum and make good progress to meet targets set in their individual education plans. Joint planning between teachers and support staff means all have a clear understanding of the purpose of tasks and consequently advice is effective. The school has adopted the Additional Literacy Support programme and provides additional 'booster classes' for those pupils needing a little extra support. These sessions are organised well and teaching is effective and has a positive impact on the good rate of learning in these sessions and also the overall improving standards. The school has started to address the needs of higher attaining pupils but as yet this is not always successful. On occasions they work at a level that is too easy when they would have benefited from more challenging work throughout the lesson. In many mathematics lessons these pupils are now achieving at an appropriate level as, for example, when they work independently discovering different routes using a complex grid. In English higher attaining pupils now have more opportunity to write extended pieces of writing. However, in science opportunities are missed to accelerate the learning of these pupils by providing more opportunities to plan their own investigations and question their findings. The results of statutory tests in 1999 indicated girls' results had fallen well below the national average level for girls whereas boys' results were closer to the level attained nationally by boys. Analysis of the data indicates two-thirds of this group were boys and this affected overall results. Observation of the attainment of boys and girls in lessons did not identify boys receiving more attention than girls or any underachievement of girls. The school's analysis of attainment on entry does not identify any gifted or talented pupils. Pupils identified as having English as an additional language are fluent English speakers and make progress similar to other pupils. The vast majority of pupils are now achieving satisfactory standards and are making satisfactory progress as they move through the school. Only in information technology where resources and opportunities are not always available is the rate of learning slower than it could be.
- 3 To resolve concerns in the previous report about lack of variety in writing, the school has successfully implemented the Literacy Hour and also includes lessons for pupils to practise writing stories and longer pieces of text. Standards of work in all aspects of the English curriculum are in line with the national average at the end of the key stage. Pupils listen attentively and are confident when talking to adults and respond happily about their work. Some answers are brief but by the end of the key stage have improved and pupils have a wider vocabulary. Pupils in Year 6 enjoy class debates and appreciate the need to support their arguments with facts and reasons. Reading standards are average and many pupils have a confident approach to books. Fluency improves throughout the key stage and pupils can locate information in non-fiction books although many are not as efficient scanning a page to extract the main points. Writing skills are developing well and by the end of the key stage the majority write extended pieces of work with appropriate punctuation used correctly.
- 4 Overall standards in literacy are satisfactory and support learning well in other subjects. In history, pupils write about living in Victorian times. In science and geography, pupils record their investigations and activities and understand different styles of writing.
- 5 In mathematics the standard of work is in line with the national average at the end of the key stage. Throughout the school pupils learn their multiplication tables thoroughly and use this knowledge well in mental calculations. At the end of the key stage pupils apply their understanding of number to solve problems and higher attaining pupils divide and multiply fractions. Pupils use mathematical terminology correctly when measuring angles.

- 6 Standards in numeracy are satisfactory and teachers provide many opportunities for pupils to use these skills in other subjects. In design and technology pupils appreciate the importance of careful measuring when making models. In science, pupils use counting and time when measuring and comparing the heart rate during exercise.
- 7 Standards in science as pupils leave school are in line with the national average and pupils have a secure knowledge of factors affecting growth and understand the structure of the skeleton and how the human body works. Skills in investigation are developing well as pupils move through the school and at the end of the key stage pupils understand the need to vary factors when conducting tests, although this is not always reinforced in the work they do. Pupils have not yet reached the stage of planning their own investigations or in raising further questions following their findings.
- 8 Pupils' skills in information technology are below the national target level at the end of the key stage. Pupils have developed satisfactory skills in word processing and are able to enter writing into the computer and change style and print work. However, other aspects of the curriculum have received insufficient attention and pupils have not developed confidence in using information technology to handle data. Pupils have not attained the required skills of using computers to control activities such as traffic lights or to measure events for instance, scientific investigations.
- 9 In religious education, pupils attain standards in line with the requirements of the Locally Agreed Syllabus at the end of the key stage. Pupils in Year 6 have a secure knowledge and understanding of a range of world faiths. Pupils compare and contrast different customs and artefacts and are respectful of these differences.
- 10 In geography, music, physical education, art and design and technology pupils' standards of attainment are in line with their ages. Standards of attainment in history are good and at the end of the key stage pupils recall accurately details of many important historical events. They have a good sense of enquiry and recognise the difference between fact and opinion.
- 11 Standards have improved since the previous inspection in English, science and design and technology from below average to average and have remained similar in all other subjects. Only in information technology have standards remained below what is expected for this age range and the school has plans to improve resources and provide training for teachers to improve standards in this subject. Given the broadly average attainment on entry to the school and the average standard now attained by many pupils as they leave school, the majority are working at a satisfactory pace and are achieving well for their age and level of attainment. Many pupils with special educational needs enter school with standards well below average and make good progress as they move up through the school.

Pupils' attitudes, values and personal development

- 12 Pupils' attitudes to learning are very good and they take pleasure from their learning. They concentrate and persevere well and are proud of their work. Pupils appreciate a challenge as in the numeracy lessons when tasks have to be completed in a set time and they persevere to get all the work finished. The older pupils have developed as mature sensible pupils by the time they leave school. This is reflected in pupils' readiness to take the initiative in addressing visitors and in the openness and self-confidence with which they express themselves. A group of Year 5 pupils could hardly be persuaded to bring their discussion session with an inspector to a close after half-an-hour of voluble, wide-ranging and valuable comment.

- 13 Behaviour overall is good. It is often very good indeed, with much politeness, friendly warmth and tolerance. For instance, pupils' exemplary behaviour in assemblies produces an impressive dignity and sense of occasion. In classrooms behaviour is good and supports effective learning. Occasionally, when pupils are not sufficiently involved in the presentation, or tasks lack challenge, they tend to become too relaxed in their attitudes and untidy in their work. A few pupils experience particular difficulties in taking a patient approach towards problems and in maintaining concentration. Pupils on the school's register of special educational need, however, are supported well and generally work with enjoyment and good levels of application.
- 14 Pupils are helpful to one another and are courteous to visitors. Parents report with approval that standards of discipline have been markedly higher during the past year. The school has strictly adhered to the behaviour policy and this resulted in seven instances of temporary exclusion, all among boys, in 1998-99 resulting from acts of serious misconduct. Pupils report that bullying is uncommon, and parents say that it is dealt with effectively. In valuing the social harmony and purpose to be found in their school, pupils have a keen regard for fairness. In a small group being given additional literacy support one of the more dominant boys noticed that a rather quiet girl had not been asked to read. He was concerned to draw this to the attention of the group leader. Older pupils are not happy when rotas for taking turns, for instance in the use of the computer, are not effectively followed or monitored.
- 15 The quality of relationships and of personal development is very good. Pupils enjoy both the friendliness and the work they encounter. Many Year 6 pupils, as part of an exercise, wrote welcoming letters to their new headteacher a month ago. They frequently singled out the politeness, kindness of pupils and one pupil predicted "This school will make you feel very welcome and make you feel like you are one of the team". This sentiment is seen in practice in the school. Pupils have concern for each other. They co-operate very well together. Pupils contribute to the life of the school, through the necessary routines of carrying lunchboxes to the hall or holding doors open. Older pupils fulfil their responsibilities diligently. They supervise the external doors at break-time and set out and clear away for assemblies. Pupils throughout the school are encouraged to use their imagination and think up competitions for their colleagues to enter. If selected, the competitions are then organised and put into practice by the promoting group. There is often a charitable purpose to them, chosen by the promoters. Some of these competitions are used in a similar way at school events to obtain support from the community.
- 16 The school's attendance levels are good. Attendance over the last year was better than the national average by over 0.5%. Unauthorised absence was less than half that generally experienced by similar schools. Very little lateness occurs. Pupils are keen to come to school. Almost all parents support the potential attainment of their children well by getting them in on time, ensuring that the school day starts promptly.

HOW WELL ARE PUPILS TAUGHT?

- 17 Overall teaching is satisfactory and has improved since the previous inspection. At the time of the previous inspection 18 per cent of teaching was unsatisfactory and the current inspection team judged only 4 per cent of lessons seen to be less than satisfactory. Teaching was satisfactory or better in 96 per cent of lessons and was good or better in 44 per cent of them. Teaching was very good in 15 per cent of lessons and in one lesson in Year 6 the teaching was excellent. Good teaching was seen throughout the school but the best teaching was seen in Years 3 and 6. Teaching in Year 3 ensures pupils have a good start to their education and the consistently good teaching in Year 6 is having a significant impact on standards as pupils leave school. Examples of good teaching were seen in most subjects with the best teaching being seen in mathematics when 60 per cent of the teaching seen was good and better. Only in information technology is teaching less than satisfactory where insufficient attention is given to developing the required skills and planning effectively for the use of information technology across the curriculum.

- 18 Teachers have a good knowledge of the subjects they teach and this allows them to explain new ideas clearly and to offer additional information when required. This enables pupils to acquire new skills in most lessons. Teachers are less secure in their knowledge of information technology and pupils do not have sufficient opportunity to achieve as well as they are able.
- 19 In lessons seen the teaching of basic literacy and numeracy skills was good and was firmly based on the recommendations of the National Literacy and Numeracy Strategies. Lessons follow a suitable structure and in the Literacy Hour sufficient focus is given to teaching spelling and there is an emphasis on writing. Pupils enjoy the introduction to mathematics lessons and teachers provide quick mental calculations to check on previous work and sharpen mental agility. Pupils are given time limits to complete short tests and pupils rise to the challenge and the rate of learning is good. Teachers encourage pupils to explain their methods of calculations and this effectively helps the rest of the class to understand different strategies. The conclusion in mathematics is used well to revise learning but in the Literacy Hour opportunities are missed to evaluate and consolidate learning. The school has been awarded the Basic Skills Quality Assurance Award for successfully developing pupils' basic skills.
- 20 Teachers' planning is satisfactory but varies in quality in different classes. Although schemes of work are in place for all subjects, teachers' medium term plans do not always include sufficient detail to guide teachers in their lesson planning. In mathematics planning clearly states the objective of the lesson but this is less clear in other subjects. Teachers do not always inform pupils what the objective of the lesson is and consequently pupils' own knowledge of their learning is limited. A strength of the planning is the involvement of teachers and support staff so that provision for pupils with special educational needs is very good. These pupils learn at a good rate in lessons, as support staff are aware of the purpose of the tasks and the expectations of the teacher. The school timetable is organised so that the vast majority of classes have Literacy Hour and mathematics at the same time. Similarly, a whole year group has games at the same time. This system means that in the Literacy Hour teachers often have no extra adult support to keep pupils involved with their work or to clarify tasks. In games lessons resources have to be shared between three classes and this leads to pupils having to use unsuitable equipment and on a wet day indoor accommodation is not available for all classes.
- 21 Teachers' expectations of standards of work are high in Year 6 when teachers challenge their pupils and ensure they work at a good pace. This is not always as apparent in other classes when work is set that does not extend the learning of pupils of differing abilities. For example, in science pupils are given opportunities to carry out structured experiments but have insufficient opportunities to plan their own investigations or question their findings. This limits the rate of learning of higher attaining pupils who could make better progress. Teachers plan different tasks for the varying needs of pupils but often the higher attaining pupils have to complete work at an easy level before proceeding to the work that is more appropriate to them.
- 22 A significant improvement since the previous inspection has been the variety of teaching strategies used. The overuse of worksheets has been resolved. Teachers now plan a range of activities including opportunities for pupils to work in small groups as well as individually. Pupils respond well to these opportunities and interest and levels of concentration are good. Lessons are organised well to allow teachers time to work with small groups on more focussed tasks. However, when support staff for the many pupils with special educational needs are not available it is difficult for the needs of all pupils to be met. The school has plans to review the deployment of staff to ensure best use of their time. Teachers encourage independent learning in checking words in dictionaries and pupils do this as a natural part of the lessons. However, these skills are not developed through independent research in the library or using information technology.
- 23 The management of lessons and control of pupils is good and is firmly based on mutual respect. Teachers stress the importance of self-discipline and pupils behave well and this has a significant impact on the orderly atmosphere established in lessons. Pupils identified as having behavioural difficulties are managed very well by all staff who show considerable patience and understanding for the needs of these pupils.

- 24 Time is generally used well and lessons are carried out at a brisk pace. This is a particular good feature of mathematics' lessons. In the excellent mathematics lesson tasks flowed from one to another with quick explanations followed by an activity and evaluation. Pupils were eager to take part and the level of determination to succeed was excellent. Occasionally, in other lessons, pace slows as teachers take too long with instructions or the task is not organised effectively as was the weakness in the unsatisfactory teaching observed when time was wasted. In a few lessons insufficient time is allocated to tasks and then these are not completed. Resources are generally used well. Many of the computers are old but are used to a limited extent for word processing. However, this is not a regular feature of learning across the curriculum.
- 25 Marking of pupils' work is regular but varies in quality. Most teachers include an encouraging comment but few suggest ways that work can be improved. Support in class is more effective in assessing progress and teachers move around the class and give constructive advice when gaps in knowledge are identified. Teachers have a range of informal systems to record on-going progress, mainly informal notes written on lesson plans. There are examples where this is effective and information is used to change the next lesson. However, overall day to day assessment lacks a clear structure to identify pupils' strengths and weaknesses and this leads to targets being set for pupils that are too general. Teachers are then not always sure of the needs of the pupils and tasks are pitched at the wrong level. Teachers are more secure with the needs of the pupils with special educational needs and teachers provide suitable tasks to match the requirements of these pupils' individual education plans.
- 26 Parents expressed a concern about the consistency of the work pupils are given to do at home. Inspection evidence identifies some good practice in reading and spelling and multiplication tables that contributes to standards in these subjects. However, there is inconsistency in the amount of homework given in other subjects.
- 27 The quality of teaching has improved since the previous inspection and the amount of unsatisfactory teaching has reduced significantly. Most of the weaknesses have been resolved and teachers plan more interesting lessons and make better use of time. Expectations of the standards pupils can achieve have started to rise as standards of attainment have improved and teachers are now more aware of the needs of the higher attaining pupils. This improvement has had a marked impact on the raising of standards and pupils are now making satisfactory progress throughout the school and the rate of learning in many lessons observed was good.

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

- 28 The school provides a broad range of activities relevant to the ages and interests of all pupils. Statutory requirements are met for the National Curriculum and religious education but information technology receives insufficient focus and does not fully meet the requirements of the National Curriculum. Curriculum policies are satisfactory for all subjects, including for health, sex and drugs education. In response to the last inspection report the school now has a detailed scheme of work for design and technology and it is included in the timetable.
- 29 The school has successfully introduced the National Literacy and Numeracy Strategies and these are making a considerable contribution to improving standards and having a positive impact on the quality of teaching in other subjects. Teachers are also using these teaching strategies to consolidate learning in other subjects, particularly in history, religious education and science. Year 6 teachers in particular, focus on the use of technical vocabulary, grammar and spelling and promote the effective use of mental calculation and data handling. The school has been awarded the Basic Skills Quality Assurance Award for developing basic skills effectively.

- 30 The curriculum is appropriately balanced with sufficient attention given to pupils' academic, social, physical and creative development. Guidelines to enable teachers to build on pupils' prior learning are now in place. However, many schemes of work have been recently introduced and there remain some inconsistencies in the depth and breadth of individual subject schemes and the planning between years. Currently medium-term plans lack consistency in format and approach. For example, Years 3 and 6 plans map out topics for each term using the same headings and are detailed, whereas Year 4 plans are more general and use different types of headings. With the exception of English and mathematics these plans do not always provide sufficient guidance for teachers. Consequently teachers' lesson plans do not always identify clear learning objectives and this leads to difficulties in assessing whether effective learning has taken place. The school timetable is organised with the majority of classes having English and mathematics lessons at the same time, similarly a complete year has physical education at the same time, and this minimises the use of resources including support staff. The headteacher intends to carry out a whole-school curriculum review and audit of staff skills in order to align the curriculum with the proposed National Curriculum changes for autumn 2000.
- 31 The provision for pupils with special educational needs is very good and all statutory requirements are fully met. Individual education plans for these pupils include clear guidance for teachers and support staff to provide activities matched to the needs of the pupils so that they make good progress to the targets in their individual plans. The school is committed to full access to the curriculum for all pupils and goes to considerable effort to enable all pupils to be fully involved in school activities.
- 32 The provision for personal, social and health education is good and enhances the school curriculum. Pupils receive effective education on health, sex and drugs. The school nurse explains the impact of puberty to Year 6 pupils. The local police provide a six-week module on drugs' education. Health education is promoted primarily through the science curriculum. The school's ethos promotes personal and social education very effectively. It has a positive effect on many aspects of school life and successfully develops pupils' self-confidence and esteem.
- 33 The school's provision for moral and social development is good. In lessons and whole school assemblies issues such as kindness and caring are taught well and there is great emphasis on developing the pupils' awareness of the differences between right and wrong. These expectations are well supported by a reward system. Pupils' social and academic achievements are shared and celebrated during the 'special achievements assembly' to which parents are invited. Pupils are encouraged to take responsibility sensibly, for example after assemblies pupils put away chairs and clear away equipment quickly and efficiently without being reminded. They are keen to help pupils with physical difficulties and there is never a shortage of volunteers to push pupils in wheelchairs. They recognise both moral and social responsibilities in the way they relate to and take care of the large number of pupils who have special educational needs.
- 34 Provision for spiritual development is satisfactory and is provided mainly in religious education lessons and assemblies. Assemblies reflect the strong sense of community that exists in the school. Inspection found insufficient evidence to indicate that work in music, poetry and art contributes significantly to the development of pupils' creativity and spiritual development. There are opportunities in assemblies for pupils to reflect upon the matters that have been discussed but there are also missed opportunities during these occasions and in lessons when not enough time is allowed to enable reflection to be meaningful.

- 35 Provision for cultural development is good. Much of the stimulus comes through religious education lessons and pupils enjoy learning about the major world religions. They show a mature understanding of differences in the values and customs of different communities. Pupils appreciate similarities and differences between the different ethnic minority cultures. Pupils explain, for example, that pupils in their class who have Singh or Kaur in their name come from the Sikh community. Pupils are encouraged to recall the composers of music played in assemblies and study a range of famous artists. As part of the Literacy Hour pupils have examined in depth a range of classical texts. Visits to local places of interest, such as the Derby Museum and art galleries and visitors to the school, add to pupils' cultural understanding. Their lives are enriched by these experiences, which enable pupils to develop a better understanding of their own and other cultures.
- 36 The curriculum is extended by good links with the community, which have a beneficial effect on pupils' learning. For example, very strong links are established with the local Rolls Royce engineering company and Year 5 pupils are accompanied by the young graduates from the firm on a two-day residential visit. The school has good links with the local church and the vicar regularly leads assemblies. Links with the infants' schools are being strengthened with more information being shared to enable teachers to build more effectively upon pupils' learning as they transfer to the junior school. Currently links with the secondary school are not strong but a new project funded through the 'New Opportunities Fund' is going to be used to increase these links.
- 37 A wide range of extra-curricular activities offers more experiences for the pupils. These allow full participation for pupils with special educational needs. Fourteen clubs operate regularly. These include the popular Makaton signing group which up to 130 pupils attend. It was a commendable effort of pupils that they all used appropriate hand signs for their scripts in last year's school Christmas performance. Other clubs include craft, German, guitar, computers, sport and drama. They provide an extensive range of opportunities for pupils to develop skills and enhance physical fitness; for example, the lunchtime tennis club provides pupils with good physical exercise and much enjoyment. Many staff give generously of their time to support these activities and they make a significant contribution to the quality of learning that takes place.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 38 The school is a caring community. All staff provide good models of interest and concern for the welfare and development of the pupils. They are encouraging and helpful. Pupils respond well to this support. They are able to be open and confident in their dealings with their peers and adults, thinking and acting positively, with appreciation of their responsibility for others.
- 39 The school satisfactorily promotes awareness of health and safety among pupils within the curriculum, principally through science. Within school, the premises committee of the governing body oversees safety. Thorough checks are made on equipment annually. Records of accidents are maintained carefully. Most incidents occur through overcrowding in the playground. Pupils are dealt with sensitively when requiring treatment or are unwell.
- 40 Arrangements for child protection are good. The designated teacher is very experienced. All staff are reminded of the procedures annually, and new staff, including lunchtime supervisors, are fully briefed on procedures. Any concerns are shared with the headteacher, and any necessary action taken. Close liaison has been established with Social Services.

- 41 In response to a weakness identified in the previous inspection the school has introduced new procedures to assess and track pupils' academic progress. There is an assessment policy, which clearly states the objectives and components of the system although current practice does not always reflect policy and the weakness has not been fully resolved. When pupils start school, teachers receive useful information from assessments carried out in the infant schools. In Years 3, 4 and 5, the pupils undertake tests in English and mathematics. From the outcomes of these tests, pupils' progress is tracked, and individual targets linked to National Curriculum levels are set for the ensuing year. Additional National Curriculum records are kept and these identify activities taught. Whilst this is satisfactory practice, the lack of detail in these records limits their usefulness in setting precise targets for the pupils. They do not identify pupils' strengths and areas for development. In some cases there is also a misunderstanding of National Curriculum levels, and targets are set that do not match the prior attainment of the pupil. However, the information does provide useful statistics for the senior management team to monitor overall progress and to set targets for improvement based on assessment information. Good procedures are in place for assessing progress in mathematics as the school has adopted the guidelines in the National Numeracy Strategy. Assessment data in mathematics is used effectively to group pupils according to their ability and also to transfer pupils between groups relating to their prior attainment. However, other subjects lack systematic assessment procedures and this leads to some tasks being set that do not always match the needs of pupils. In English and science examples of work are reviewed and in science tests are used at the end of a unit of work. However, the inconsistency of practice means that data provided is not always reliable to adjust the curriculum and guide future planning. At the end of the key stage National Curriculum tests are carried out in English, mathematics and science and the school analyses the results to check on overall school progress to meet the targets agreed with the Local Education Authority.
- 42 Assessment procedures are more effective for pupils with special educational needs. Detailed records are maintained diligently and review meetings clearly identify progress made and new targets are set to move pupils forward in their learning. Statutory requirements are in place for these pupils and the school takes great efforts to ensure the needs identified in pupils' special educational needs' statements are fully met.
- 43 The school's monitoring of personal development is good. Pupils' records of achievement are up to date and comprehensive, in that they include examples of academic achievement, plus items linked to school events, and aspects of personal achievement out of school.
- 44 Behaviour is monitored systematically, through a structure, which the school has developed since the last inspection, of rewards and sanctions. A meeting was held to inform parents and carers of the system, and parents continue to be involved at an early stage if it becomes necessary for their child. Teachers promote this system in all aspects of the school and are very clear that it has led to improvement in behaviour and in raising attainment. Pupils and parents did not raise any concerns about bullying or oppressive behaviour but they were fully aware of procedures to deal with concerns and know that such actions would not be tolerated in the school.
- 45 Procedures for monitoring and promoting attendance are good. Teachers complete attendance registers correctly and any concerns are followed up carefully.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 46 Parents' views of the school are good and they are pleased with the very positive ethos and relationships promoted by the school. They like the significantly improved attitudes towards learning developed over the past few years, and now strongly agree that the school expects their children to work hard. They also approve of the tightening of discipline and of the better behaviour resulting. They find the school approachable, welcoming and responsive and staff are very supportive and parents consider the teaching to be good. Parents strongly believe the school to be well led and managed. Parents are not so united in their views regarding homework. A significant minority is critical of the present arrangements. Much of the concern relates to inconsistencies between classes and inspection evidence supports this view. A few parents also question whether they are sufficiently informed about their children's progress. The school does provide easy contact for parents to discuss concerns but the report to parents lacks sufficient detail on the progress their child is making. The inspection generally endorses the positive views expressed by parents, and believes that the issues raised deserve to be re-examined by the school.
- 47 Information given to parents by the school is of satisfactory quality overall. The prospectus is informative and encouraging. The prospectus and the governors' annual report meet statutory requirements. Parents of pupils in the Enhanced Resource Facility receive their own helpful parents' guide. The school keeps parents well informed about developments and events at school through frequent, friendly newsletters. Parents are welcomed into special assemblies and other events. The school has held meetings to inform parents of the National Numeracy and Literacy Strategies but they do not, however, routinely receive written information about what their children are to study. Information is also given at the parents' evenings and open days held each term, particularly regarding the progress children are making. Parents are always able to consult teachers at other times by appointment. The written annual reports include a large section for comments by parent and child. Comments in English, mathematics and science are detailed but those for other subjects tend to be descriptive rather than informing parents of the progress their children are making. Targets for improvement and advice to attain these are not included.
- 48 Parents of pupils on the school's register of special educational need are kept well informed about the provision for their children. They are consulted in framing individual education plans. Good liaison and partnership with parents is maintained in discussing their children's progress and revision of targets.
- 49 Parents make a good contribution to children's learning at home and at school. Parents can follow the progress of their children through working with them at home, and the reading and homework records provided. Reading records indicate parents hear children read regularly and this has a positive impact on the pupils' attainment. The policy of the school is to provide homework, but the type and amount varies between classes even within the same year group. Pupils comment that sometimes homework tasks are not sufficiently explained, and that on occasions work set is too easy. The school has given some attention to assisting parents to help their children with schoolwork, but such meetings in the past have not been well attended. About ten parents help regularly in school on a voluntary basis, for instance taking sewing groups and hearing pupils read. They accompany school visits and support sporting events. The parents, teachers and friends' association is very active and is well supported by parents and the community. It raised some £3,000 to provide the attractive curtains in the hall. The current project is to raise funds to extend playground provision. The interest of parents has ensured their viewpoint is fully represented on the governing body.
- 50 Overall the effectiveness of the school's links with parents and carers is satisfactory. The support of parents and carers makes a positive impact on the work of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 51 The positive leadership highlighted at the last inspection has continued to be effective and has made a significant contribution to the improving standards of attainment and behaviour throughout the school and to the successful implementation of the National Literacy and Numeracy Strategies. At the time of the inspection the present headteacher had been in post for less than six weeks. Previous to this appointment the deputy head had been acting head for two terms and was particularly effective in improving the standards of behaviour in the school.
- 52 Since the last inspection the headteacher and governors have provided the school with a clear educational direction. The new headteacher has already implemented strategies, which should build further on this. Her aim is to build a team of staff who are committed to raising standards through providing a caring supportive environment in which pupils are motivated to learn and to succeed. In January 2000 a new 'Mission Statement' was devised by staff and governors that aims to 'enable each pupil to develop lifelong skills and attitudes which allow them to reach their full potential as valued and respected members of society by providing an enriched curriculum within a happy, supportive and inclusive learning community'. This is shared and supported well by the parents and the governing body.
- 53 The previous headteacher, the acting headteacher and co-ordinators for English and mathematics have monitored the implementation of the Literacy and Numeracy Strategies effectively. They have scrutinised teachers' planning, visited classrooms to observe the quality of teaching, reviewed pupil's work and analysed test results. Their support and advice have made significant contributions to the improved standards seen in English and mathematics. This monitoring role has, however, been curtailed during the recent senior staff changes and the role of other subject co-ordinators is still under developed as they have limited opportunity to monitor provision. The new head is aware of these weaknesses and is intent on ensuring that effective monitoring and evaluation is introduced promptly. She has a clear picture of the expected standards of teaching and learning and has prioritised key areas for improvement. The head is fully aware that the deputy head has no opportunities to fulfil his management responsibilities and a full review of all management roles is to be made to ensure all staff are efficiently deployed.
- 54 The governing body meets regularly and is very supportive of the school. Its decisions are made in the light of the agreed values and aims of the school. Since the last inspection it has developed a clear structure of committees, which carry out their statutory responsibilities efficiently and in full. The governors have good levels of knowledge and understanding of all aspects of their responsibilities and of the school's work. They visit the school frequently and staff make detailed reports to the governing body on different aspects of the school's work. For example, governors' meetings are held in different classrooms and individual teachers are invited to talk to the governors about pupils' work, resources, methods of teaching and classroom organisation.
- 55 Governors are closely involved in setting priorities for the development plan and monitor carefully its implementation. They have a clear view of developments for the immediate future and implications for future years. Test results are scrutinised and used effectively to agree targets with the Local Education Authority in order to raise further the standard of attainment. The school development plan and the school's action plan following the previous inspection have been good working documents. The development plan has been carefully linked to the school's budget. Due to most issues from the previous inspection being resolved the plans are now out of date and governors are in the process of forming a new school development plan based on a close analysis of the school's needs.
- 56 The school complies with all statutory requirements except for those relating to teaching the full programme of study for information technology.

- 57 The governing body has effective systems for monitoring staffing, finance and the curriculum. Financial planning and the control and management of resources available to the school, including staffing, are sound. The school development committee advises on the priorities of the school in light of pupils' educational needs, changes in national policies and the need to maintain and improve the standard of the accommodation. Funding for special educational needs is managed effectively. Additional grants for government initiatives such as the booster classes and additional literacy support are used correctly. Resources are provided for these activities that are organised well and are having a positive impact on raising standards. The large underspend which occurred as a result of the re-organisation of local government in the area, has now been allocated to improving the school's facilities, especially the condition of the accommodation. Principles of best value are applied to ensure that the school's resources are used effectively to raise standards and improve the quality of the learning environment. However, the governing body has failed to recognise and implement the recommendations of the last inspection concerning information technology and the subject has been given an inappropriately low priority. The subject has neither been sufficiently resourced nor are the limited resources used effectively to support the curriculum. As a consequence, standards in this area are below those expected nationally. Nor are the limited resources used effectively to support the curriculum. For example, during the Literacy and Numeracy Hour computers remain switched off and do not make a contribution to pupils' learning in this area. Similarly the libraries are not used sufficiently to develop pupils' research and independent learning skills. The organisation of the school day often leads to support staff not being used as effectively as possible. The Literacy and Numeracy Hours are almost always taught at the same time and this leads to uneven distribution of support staff. On occasions some classes have four adults and other classes have no support and teachers find it difficult to provide work for the needs of all pupils. Similarly games lessons are planned for a whole year and so on a wet day one class has no access to indoor accommodation and has to miss the lesson.
- 58 The school's secretaries carry out the day-to-day administration of the budget and other school funds very effectively. Information technology is used appropriately and administrative staff receive training to maintain their skills in this area. Transactions are carefully managed and documented. Attention is paid to securing value for money when purchases are made and school accounts are monitored regularly to make certain that spending remains within agreed limits. There has been no auditor's report since the last inspection but the school has recently requested one. The general office is well equipped and daily administrative duties are carried out efficiently. As a result, the school functions smoothly and teachers are able to give their full attention to teaching.
- 59 Careful management has ensured the number, qualifications and experience of teaching and support staff matches the demands of the curriculum and the needs of the children well. However, the deputy headteacher has no non-teaching time to carry out the management duties attached to this role. Support staff are appropriately skilled and experienced, and several are undertaking additional training leading to further qualifications. The coordinator for special educational needs manages the provision very efficiently. There is a clear shared understanding of the roles of teachers and support staff, and pupils with special educational needs are integrated effectively into the life of the school. All teaching staff have undertaken recent professional development. This has largely focused on the implementation of the National Numeracy and Literacy Strategies and has led to improved standards. The school has plans to provide more training to match identified needs of teachers as well as school priorities. Accommodation is spacious but in need of redecoration and refurbishment. In particular the toilet facilities for pupils and staff need improvement. The governors have an on-going programme to improve the internal facilities of the building. The staff work hard to overcome these difficulties and displays of pupils' work provide a bright and stimulating environment. The extensive grounds are generally well kept and the large field is an additional bonus in the summer. The playground area is unstimulating, poorly drained and small for the number of pupils. A millennium project is under way aimed at improving outside play facilities. Resources are adequate to meet the needs of the curriculum, except for information technology where they are unsatisfactory. Resources are stored for ready access, but many resources are out of date, particularly the books in the lending library, which is an unwelcoming room which discourages browsing. The non-fiction library is far more attractive but is not sufficiently used for independent research.

- 60 Overall the quality of leadership has improved since the last inspection and the school has managed the change of headship successfully so that the improvement in standards was maintained. The combined efforts of all in addressing the issues from the previous inspection have had a significant impact on improvements particularly in standards, teaching and behaviour. The school is now well placed to make further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 61 To improve further standards of attainment and quality of education the head, staff and governors should:
- (1) Raise standards in information technology by:
 - providing training to improve teachers' knowledge and understanding of all aspects of the subject;
 - implementing fully the National Curriculum programmes of study and plan sufficient opportunities for information technology to be used in other subjects;
 - including for each class specific times for the sole teaching of the skills of information technology;
 - improving resources for adequate delivery of the subject.

(The school has a detailed action plan for improvement of information technology).
(See paragraphs 2, 8, 11, 17, 18, 24, 28, 56, 57, 59, 63, 69, 77, 83, 94, 103, 104, 105, 106, 107).
 - (2) Further improve assessment procedures by:
 - implementing a whole school system to record progress and make more effective use of data to track pupils' progress and to adjust learning activities to match the needs of pupils of all levels of ability;
 - checking on the procedures to match pupils' work to National Curriculum levels ;
 - including more details about the strengths and weaknesses of pupils in the records passed between classes to enable teachers to set realistic targets for pupils.

(See paragraphs 25, 41, 66, 72, 80, 83, 87, 96, 106, 120).
 - (3) Further improve planning procedures by ensuring sufficient detail is included in plans so that lessons objectives are clear; informing pupils of these objectives so they have a better understanding of what they are expected to learn.
(See paragraphs 20, 30, 72, 79, 83, 96, 100, 106, 115).
 - (4) Adjust the timetable to avoid classes all being taught the same subject at the same time so that better use can be made of staffing, resources and accommodation.
(See paragraphs 20, 30, 57, 115).
- 62 Other minor issues that are identified in the report:
- providing the deputy headteacher and subject coordinators with sufficient opportunity time to carry out the management responsibilities linked to their roles; (paragraphs 53, 84, 96)
 - improving the quality of books in the library; (paragraphs 59, 74)
 - using the library more for independent research; (paragraphs 59, 74)
 - checking for consistency in the amount of work given to pupils to do at home; (paragraphs 26, 49, 72, 83)
 - including more information in written reports about the progress pupils are making, together with suggestions about what they need to do to improve. (paragraph 47)

OTHER SPECIFIED FEATURES

The Enhanced Resource Facility

- 63 The Enhanced Resource Facility provides education for 28 pupils who have statements of special educational need. These pupils are fully integrated within the school community and follow a full curriculum. Individual education plans are prepared with full collaboration between teachers, support staff and external specialist advice if required. These plans are followed diligently and progress is monitored carefully by teachers and the special educational support staff. Analysis of assessment information indicates most of these pupils are making good progress relative to their prior attainment. Teaching is good and staff are patient and sensitive to the very special needs of many of these pupils. Resources are matched to the needs of the pupils so that they can work at a good rate in lessons and they enjoy being a part of whole class discussions. The school has appropriate information technology software but this is not always used as effectively as possible. All staff manage the pupils identified as having emotional and behavioural difficulties very well. Only in the small group withdrawn from class for additional language support did behaviour deteriorate when the tasks did not capture the interest of the pupils.
- 64 The co-ordinator for special educational needs manages this resource efficiently and all statutory requirements are met. Reviews of pupils' progress are held in accordance with the Code of Practice and all documents are maintained meticulously.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

73

Number of discussions with staff, governors, other adults and pupils

52

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	15	29	51	4	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		387
Number of full-time pupils eligible for free school meals		77

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		48
Number of pupils on the school's special educational needs register		44

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	66	34	100

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	43	50
	Girls	21	21	18
	Total	63	64	68
Percentage of pupils at NC level 4 or above	School	63 (59)	64 (48)	68 (61)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	41	40
	Girls	19	17	20
	Total	56	58	60
Percentage of pupils at NC level 4 or above	School	56 (54)	64 (65)	67 (70)
	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	4
Black – African heritage	0
Black – other	11
Indian	4
Pakistani	4
Bangladeshi	0
Chinese	1
White	358
Any other minority ethnic group	4

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	7	
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: Y3 – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	23
Average class size	32

Education support staff: Y3 – Y6

Total number of education support staff	12
Total aggregate hours worked per week	305

Financial information

Financial year	1999
	£
Total income	669,460
Total expenditure	648,505
Expenditure per pupil	1,642
Balance brought forward from previous year	29,880
Balance carried forward to next year	50,835

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	380
Number of questionnaires returned	143

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	2	1	1
My child is making good progress in school.	55	41	3	0	1
Behaviour in the school is good.	50	46	1	0	3
My child gets the right amount of work to do at home.	28	50	21	1	0
The teaching is good.	58	41	1	0	1
I am kept well informed about how my child is getting on.	43	45	8	2	2
I would feel comfortable about approaching the school with questions or a problem.	68	31	0	0	1
The school expects my child to work hard and achieve his or her best.	73	25	1	0	1
The school works closely with parents.	49	44	6	0	1
The school is well led and managed.	64	34	1	0	1
The school is helping my child become mature and responsible.	55	42	2	0	1
The school provides an interesting range of activities outside lessons.	34	47	10	1	8

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

ENGLISH

- 65 Pupils' results in national tests for eleven-year-olds in 1999 were well below the national average both compared with all schools and schools with a similar intake. Results had been slightly higher in previous years and the 1999 group included a significant number of pupils with special educational needs. This group was made up of two third boys and the school identified several boys who had behaviour problems that disturbed the learning of other pupils. Trends in national test results since 1995 have been upward, from 37 per cent of pupils attaining the national average and above in 1995 to 63 per cent in 1999. In view of this, the school's targets for 2000 and 2001 have been raised and the school is well placed to achieve these new targets.
- 66 Evidence gathered from the inspection indicates that at the end of the key stage standards in all aspects of the English curriculum are in line with the national level expected for this age group. This shows a marked improvement from the national test results and also since the last inspection when overall standards were below the national average. Reasons for this improvement are stronger teaching and a variety of strategies are now used. Planning has improved as the school has embraced the National Literacy Strategy and this has provided clearer guidelines for teachers. Writing for different purposes is now included both in English lessons and in other subjects. Debates are planned to resolve the weakness in speaking and listening. These initiatives have improved the rate of learning in most lessons. Based on average attainment as pupils start school pupils now make satisfactory progress as they move up through the school. A lack of challenge for higher attaining pupils still exists, in part due to inadequate distinction being made for these pupils. This is caused to some extent by teachers' inaccuracies when matching pupils' work to National Curriculum target levels and consequently teachers provide work that is not geared to pupils' ability and does not extend their learning.
- 67 Standards in speaking and listening are satisfactory at the end of the key stage. In Year 3 pupils listen attentively to teachers and are eager to answer questions. Occasionally responses are brief but pupils engage in orderly conversations with friends and adults. All lessons include a lively question and answer introduction and pupils respond well and make satisfactory progress. By the end of the key stage vocabulary increases and pupils are more confident using simple, technical terms to explain their work in other subjects. Pupils thoroughly enjoy the class debates in Year 6. During the inspection pupils discussed the proposed new road near school and they recognise the conventions of debate, and show clear understanding of the need to support their arguments with reasons. Many listen with great care and their responses reflect the opinions of others. However, in their enthusiasm to be involved, a few pupils repeat previous points and their arguments lack relevant information.

- 68 Standards in reading are developing satisfactorily and by the end of the key stage are average. In Year 3 the vast majority of pupils have the basic reading skills to be able to read a simple text in line with their ability. Most pupils have sufficient knowledge of non-fiction books to use a simple contents and index system to find information. They are less skilled at extracting facts from a page. By Year 6 pupils read fiction and non-fiction texts correctly. They understand what they are reading, and are able to recall and explain events clearly. Teachers provide a range of interesting texts in the Literacy Hour and include many opportunities to read in other subjects. Pupils practise their skills and progress at a satisfactory pace. By the end of the key stage pupils read more complex texts and pupils of higher reading ability read fluently with expression. Many can identify more complicated phrases in poetry, and explain the meaning of words and phrases, such as 'intense gaze'. Pupils of average ability explain their likes and dislikes but have not gained sufficient skill to fully appreciate the text. When reading 'The Listeners' many understood that language has changed but were still able to follow the meaning of the text. Higher attaining pupils were more aware of the style and pattern of the poem and compared it with other work previously studied. The vast majority of pupils retrieve information from text confidently and higher attaining pupils can read a detailed text to find information and explain it using their own words. Teachers include classical texts as a focus in Literacy Hours but overall pupils' knowledge of authors is limited to a few popular children's authors. A few pupils read books that are too easy for their ability and age and do not extend their reading skills. This is particularly relevant for higher attaining pupils who do not always have texts that fully extend their reading skills and they could make more progress.
- 69 Standards in writing at the end of the key stage are in line with the national average. Examples of pupils' work show that pupils are acquiring the grammatical skills exemplified in the National Literacy Strategy and are making satisfactory progress. In Year 3 pupils recognise the necessity to write for different purposes and audiences. They are beginning to join their handwriting, which is legible but sometimes inconsistent in size. Spelling is taught regularly and pupils check their work for errors. Confidence gradually improves in response to opportunities to write in other subjects and by the end of the key stage many pupils produce lengthy pieces of extended writing, which are generally correctly punctuated. Higher attaining pupils are including more adventurous vocabulary in their work. Their work is neatly presented and the vast majority have developed a suitable joined-up style of writing. However, pupils do not always use this style in other lessons and miss opportunities to practise their handwriting. The last report identified limited opportunity for pupils to plan, draft and revise text. Pupils now regularly redraft their work. In Year 5 pupils were engaged in planning stories using a useful planning sheet, they had a clear understanding of the need to structure their work. However, information technology is not used regularly for planning and checking work.
- 70 Skills in literacy are satisfactory and used well to support learning in other subjects. The vast majority of pupils read confidently and have a good understanding of research methods. Teachers include writing in other subjects to allow pupils to practise their skills. For example, in religious education pupils write about the customs of other faiths and in science pupils record their investigations using lists and instructions.
- 71 Pupils with special educational needs receive effective support and follow the structure of the National Literacy Strategy. The school has also adopted the National Literacy's Strategy guidelines for additional support and 'booster sessions' for pupils needing extra help. These activities are organised and taught well to ensure these pupils make good progress relative to their prior attainment.

72 Overall, teaching is satisfactory. In the lessons seen teaching was satisfactory and better in 95 per cent and unsatisfactory in the rest. No poor teaching was observed. In 37 per cent of lessons teaching was good and better with strengths particularly in Year 6. The improvement in standards relates to this good teaching at the end of the key stage and to the rigour of the National Strategy. Although the teachers' short term planning shows the activities that pupils are to do, learning outcomes are not recorded clearly or made explicit to pupils at the start of the lesson. This leads to pupils being unclear of the progress they are to make in lessons. Teachers throughout the key stage pay strict attention to the National Literacy Strategy, and this focus is having a beneficial impact on achievement. The lively approach by teachers keeps pupils concentrating and contributing to class discussion. A brisk, energetic manner ensures a good pace in these lessons, and pupils maximise their learning. In other lessons the pace is too fast or too slow and pupils become confused or lose interest, and learning is reduced. The presentation of work suffers in consequence. All teachers have very good relationships with their pupils, and they explain tasks clearly, enabling groups of pupils to start their work promptly. Questions are used effectively to aid pupils' understanding. Teachers use correct grammatical and literary terms and pupils come to know and use this vocabulary themselves, for example, genre, caption, phrase, adverb. In the best lessons, teachers specify how long pupils have to complete tasks, and remind them when just five minutes are left. Pupils are given optimum opportunity and encouragement to finish their work. Where teachers are less clear in their exposition or instruction, pupils work at a slower pace, and don't always complete the assignments. Good management and control means that pupils stay on task. Pupils in Year 3 are independent in using dictionaries and other aids. In the best lessons, particularly in Year 6, tasks are matched well to the pupils' prior attainment and good progress is made in the lesson. The vast majority of teachers have high expectations of pupils' presentation of work and pupils respond enthusiastically and they generally take a pride in their neat work. In Year 3 a sequencing activity provided suitable challenge, and pupils demonstrated their understanding in completing the assignments mainly correctly. In Year 5, pupils planned a story derived from a narrative poem, most of them showing the ability to make appropriate notes from which to work. The resulting stories were of a high standard, in terms of content and presentation. There is a common weakness in the conclusions of the Literacy Hour. These are frequently too short and not helpful to the pupils in consolidating their ideas or extending their learning. In the best lessons, ideas and outcomes of the work done are systematically shared, so that all pupils can evaluate and consolidate their learning, and be aware of the next step. Teachers have a variety of informal ways to record on-going progress and there are examples of useful comments on plans that lead to adjustments in future lessons. However, this is not always done effectively and often leads to tasks being set that do not fully extend the learning of the higher attaining pupils or these pupils work at easy tasks before moving on to work at a more appropriate level. All work is marked regularly and a few teachers mark pupils' work diligently and suggest ways to improve but other teacher comments are brief and offer little encouragement. Reading and spelling are set regularly for homework and parents are very supportive of this and it has a positive impact on attainment. There is little evidence of other work being set regularly for pupils to do at home. Information technology is used for presenting final work but there is limited evidence of it being used to draft and edit a piece of work.

73 The English co-ordinator and her associate have successfully increased the variety of teaching methods since the last inspection. Teachers' weekly plans in all year groups are monitored each half term. Pupils' writing is compared with National Curriculum levels at the end of each term, and individual targets are set. However, this comparison is not always accurate and results is an underestimation of what pupils can achieve. Teachers pass assessment information between classes and this identifies a National Curriculum level of attainment. This information is used to set targets but as yet includes insufficient information on individual strengths and weaknesses to help teachers in future plans.

- 74 The school's lending and information libraries include many books that are old and in need of replacing. The non-fiction library is an attractive environment and is well organised, using the Dewey system. However it is underused as a resource for independent research. The lending library, on the other hand, is unattractive and unwelcoming although pupils select books on a regular basis.

MATHEMATICS

- 75 Since the previous inspection, attainment has fluctuated. In the previous inspection attainment at the end of Key Stage 2 matched national average. In the year following the inspection attainment dipped considerably and was well below national average. Since then attainment has improved significantly and attainment is moving closer to the national average. This represents good progress over time for the school.
- 76 Results of the 1999 National Curriculum tests at the end of Key Stage 2 show that the percentage of pupils achieving the expected level was below the national average and well below that of similar schools. The percentage of pupils obtaining the next higher level was also well below the national average and that of similar schools. However, the results showed a significant improvement on previous years. This upward trend is confirmed by inspection evidence that indicates standards are close to that expected nationally. Overall the above average number of pupils with special educational needs distorts standards and comparisons with similar schools. Over 50 per cent of pupils in Year 6 are on course to attain the expected Level 4 and a significant number are likely to exceed this level. This improvement has been achieved through several initiatives in the school. The implementation of the Numeracy Strategy is having a positive impact on the quality of teaching and learning. Teachers are enthusiastic about teaching mathematics and pupils' confidence and accuracy in mathematical understanding has been enhanced. Pupils are organised into ability groups for the subject resulting in work being better matched for pupils' attainment levels. Additional 'booster classes' are also being provided to enable pupils to catch up when they are experiencing difficulties. Homework and a high level of parental support are also having an impact on raising standards in mathematics. Considering attainment on entry to the school is satisfactory the vast majority of pupils are now learning at a satisfactory rate as they move up through the school. In many lessons seen particularly at the end of the key stage progress was good.
- 77 Since the last inspection pupil's attainment in investigative mathematics has improved. In response to a challenging activity higher attaining Year 6 pupils work independently with a partner to discover different routes across a complex grid. Across the key stage pupils have good mental recall skills of multiplication tables and use these in developing their understanding of other aspects of mathematics. For example, when learning how to tell the time Year 3 pupils use their five times table accurately and confidently. At the end of the key stage pupils apply their knowledge and understanding of number to solving problems using a variety of strategies and rules. Higher attaining pupils are able to use mental arithmetic skills to divide and multiply fractions and are able to convert fractions to decimals and percentages. Pupils accurately identify and estimate the measurement of angles, using the correct mathematical vocabulary. Pupils are now developing confidence in their knowledge and understanding of data handling activities. However, they have too few opportunities to use information technology in mathematics.
- 78 Skills in numeracy are satisfactory and pupils have many opportunities to use number and mathematical vocabulary in other subjects such as history, geography, science and design and technology. For example, in design and technology, Year 3 pupils were encouraged to make accurate measurements when creating 'nets' as a basis for designing their own packages. 'Time lines' in history are evident throughout the school and are referred to by teachers to further develop pupils understanding of time.

- 79 The quality of teaching and learning seen during the inspection was good overall. Two out of every three lessons seen were good, very good or excellent. Examples of good teaching were seen in Years 3, 5 and 6, with very good teaching being observed in Year 3 and Year 6. Excellent teaching was seen in one lesson in Year 6. Where teaching is good or better, lessons are well planned to ensure that work is challenging for all levels of attainment and the rate of learning is good. Teachers know the pupils well and use this knowledge to plan work that is well matched to pupils' attainment levels. Pupils rise to the challenge of mental and oral work and work hard to improve their skills, knowledge and understanding. Very good emphasis is placed on pupils using accurate mathematical vocabulary and pupils use it correctly with confidence and understanding. Teachers give careful explanations to ensure pupils understand what it is they are intended to learn. Pupils are then clear about tasks and respond well to the structure and challenge of the Numeracy Strategy. Questions and comments are used effectively to check and extend pupil's knowledge and understanding and pupils of all attainment levels are encouraged to take part in the lesson. Pupils answer questions eagerly and are enthusiastic about the subject. Pupils persevere with their tasks, working independently with the minimum of support. In such lessons, for example in Year 6, attainment is sometimes higher than that expected nationally for all attainment levels, including those pupils with special educational needs. When teaching is less good teachers learning objectives are unclear and work sheets or activities lack clarity. Questions and comments do not sufficiently extend thinking and pupils become confused and progress is limited. Although attainment in these lessons is in line with national expectations, higher attaining pupils are not always achieving their full potential. There is a good balance between whole class, group and individual teaching strategies to ensure pupils remain interested and different styles of learning are satisfied. Teachers manage pupils well so that behaviour is good and lessons are carried out in an orderly, working atmosphere. Relationships are very good and there is a shared sense of purpose. There is some inconsistency in the standard of presentations. Work in books is sometimes untidy and without labels. However, most work is of a good standard and pupils take pride in their work and put effort into its production. Teachers and classroom assistants plan together and give good support to pupils with special educational needs and this makes a powerful contribution to the good progress they make. Homework is given regularly to support work done in the classroom. Work is always marked but does not always include useful comments on how pupils can improve their work.
- 80 The curriculum meets statutory requirements. The co-ordinator is enthusiastic and knowledgeable about strengths and weaknesses within the subject. Formal monitoring of the teaching and planning has taken place and staff have been given written feedback on how to improve the quality of the teaching and learning. National test results, end of year internal tests and teacher assessments are carefully scrutinised to improve standards and to set targets for the school and improve standards. Currently these targets are perfunctory noting only the National Curriculum level and provide insufficient guidance for pupils to further improve their own individual performance or for teachers to plan work.

SCIENCE

- 81 Pupils enter school with average standards and these standards are maintained by satisfactory progress as pupils move up the school. Improvement since the previous inspection has been good. Although standards in national tests in 1999 were below the national average, there has been improvement each year. This is related to improved teaching and there is no longer a reliance on undemanding worksheets as identified in the previous inspection. Teachers now use a variety of strategies and pupils have good opportunities to work in groups and support each other's learning. Pupils' learning is supported by a range of practical activities, especially in Years 3 and 4, although there are still too few opportunities for pupils to plan their own activities or work at open-ended investigation where pupils pose their own questions. This particularly slows down the rate of learning of the higher attaining pupils. Pupils with special educational needs receive effective support and make good progress relative to their prior attainment.
- 82 Throughout Key Stage 2 pupils make satisfactory progress in their understanding of experimental and investigative science so that by the end of the key stage they identify the features of a fair test, although this is not always reinforced in the work that they do. They measure a range of variables, and record their results as tables or bar charts, higher-attaining pupils also record using clear line graphs. Pupils have limited opportunities to use numerical data or make accurate measurements. Practical activities are carried out carefully, with sensible use of equipment and class or group discussions of the scientific basis of the investigation. In an observed lesson in Year 4 where pupils separated a complex mixture of solids, they identified appropriate separation techniques, offered an explanation for their choice and used each technique to check its effectiveness. They summarised their learning using scientific vocabulary and showed clear understanding of the principles involved. Although pupils carry out structured experimental work well, they have insufficient experience of posing their own questions for investigation. Pupils of all ages take care over the recording of their work, but the teachers' guidance for this is inconsistent between classes and across the key stage. From their study of life processes and living things, pupils know about lifecycles and reproduction, but there is an overemphasis on plants. They recognise factors affecting growth and understand the basis of food chains and the effects of changing circumstances. They have investigated the effects of exercise on heart rate and understand the structure of the skeleton and the role of joints and muscles in movement. Pupils enjoy science and are eager to carry out investigations. In Year 3 they have carried out activities to investigate the elasticity of tights and how different types of paper absorb water. They demonstrate a good understanding of the relationship between properties of materials and how they are used, and are developing a systematic approach to their work. In Year 5 pupils understand that matter exists in different states and that changes may or may not be reversible; they have explored the role of oxygen in burning and the ways in which different materials burn, and can articulate their learning from this well. Understanding of physical processes includes a clear grasp of the concept of weight and mass, the effects of gravity and friction, and the difference between balanced and unbalanced forces. Pupils in Year 6 deduce the relationship between the weight and the distance from the fulcrum when trying to balance two different weights on a ruler. They are aware that light travels in straight lines, that distance from the light source affects the size of a shadow, the properties of reflective surfaces and the effects of the changing position of the sun.

- 83 Teaching is never less than satisfactory and in 56 per cent of lessons seen during the inspection it was good. The best teaching was in Years 3 and 6 and in these lessons teachers understand the requirements of science and have sufficient subject knowledge to teach it effectively. Teachers' planning is supported by a comprehensive scheme of work based on national guidance, but there is inconsistency in how this is translated into medium and short term plans. Learning objectives and the outcomes that are to be assessed are not always identified with sufficient clarity. Those working with the same year group plan together, making best use of their expertise. Where teaching is good, activities closely match defined learning objectives and present appropriate levels of challenge for all pupils. Where all pupils carry out the same activities, support is provided for low attaining pupils but where the emphasis is on teacher-led activities with pre-determined outcomes there is insufficient conceptual challenge for higher attaining pupils. These pupils produce more work and it is neat but it is not necessarily at a higher level. In all lessons observed support staff make a good contribution to pupils' learning and work as a team with the teacher. This ensures pupils with special educational need have a full understanding of the scientific concepts being taught and take part in investigations that enable them to learn at a good rate. A variety of teaching methods is employed, so that whole class and individual work is effectively combined with group activities. Questioning is used well to encourage all to participate, to draw out pupils' ideas and prompt their thinking, and in the better lessons to provide additional challenge for higher attaining pupils. However, there is insufficient open-ended investigation where pupils pose their own questions and these pupils could learn at a faster rate. Teachers make good links between work in the classroom and real life examples, and they use and reinforce scientific vocabulary well to challenge pupils and promote learning. In the good lessons a planning guide was used to support pupils' experimental and investigative work. This contributed well to their learning and helped pupils to structure their ideas and encourage scientific thinking. Lessons are managed effectively and pupils behave well and show a willingness to participate. Marking of work is regular but teachers do not include suggestions to take scientific learning forward. Ongoing assessment is not clearly built into teachers' planning and this leads to tasks not totally matching pupils' prior attainment. Assessment tests are carried out at the end of topics. In Years 4 and 5 these are based on the learning outcomes identified in the national guidance and agreed across the year group. Test results provide useful information to track pupils' progress but in Years 3 and 6 these tests are not in place. Teachers devise their own tests and this leads to a lack of consistent information to monitor progress or inform planning. Science homework is not given regularly but when set effectively extends the work studied in lessons. As yet there is limited use of information technology in science.
- 84 The co-ordinator has a clear understanding of science education and the need for a basis in practical activity. Medium-term plans and pupils' books are monitored to enable the co-ordinator to maintain an overview of the subject. As yet the coordinator does not have opportunities to observe provision in lessons.

ART

- 85 Standards of work in art by the time pupils are 11 years old are broadly in line with the national level for this age group. This is similar to the findings in the previous inspection.

- 86 Pupils use a wide range of materials to do largely two-dimensional work. They take their art work seriously and make every effort to comply with their teachers' instructions. Displays of the pupils' art work around the school and in classrooms enhance the learning environment and show satisfactory progress as pupils move up the school. Staff enable pupils with special educational needs to take full part in these lessons and they make good progress relative to their prior attainment. Pictures painted by Year 3 pupils in the autumn term are displayed. The same pupils also have some of this term's art exhibited, and there is clear progression in form and control, and the increased amount of detail in their work. Pupils in Year 4 apply themselves well to attempting to paint in the style of Kadinsky. They know about the work of this artist, and therefore can talk about what they are trying to achieve. They also have music to listen to, and express feeling and emotion in their painting. They mix colours as they require them, and show that they are associating these with the music. They are proud of the finished work, although some pupils do not have time to complete the task. This is a commendable effort to do abstract painting in a focused way. By the end of the key stage pupils are studying texture, and representing a variety of surfaces using an assortment of crayons. They describe the techniques they are attempting, and the vast majority achieve a measure of success, although some make the task difficult and time consuming by their choice of subject.
- 87 Overall the quality of teaching is satisfactory. Teachers move around the class as pupils work and intervene to advise and guide pupils in what they are trying to do. This encourages pupils to apply themselves well to the task. Teachers have high expectations of pupils' finished work and pupils try hard to improve their work. A weakness exists in the limited range of three-dimensional work and this was a concern in the last inspection. The new art policy follows national guidelines and includes plans for assessment, which are not currently in place.

DESIGN AND TECHNOLOGY

- 88 During the inspection few lessons were seen but from these, examining samples of work and discussions with pupils and staff, standards are found to be in line with the level expected for this age group. Progress, including that of pupils with special educational needs is satisfactory.
- 89 By the end of Key Stage 2, pupils are able to prepare designs for projects based on a specific purpose, referring to methods of construction and suitability of materials. They sometimes evaluate their design and redraft to incorporate improvements, but need to do this more consistently. They follow their designs with care, evaluating the result and suggesting improvements. Behaviour is good and pupils are proud of their finished work. Pupils in Year 6 have made moving toys based on levers, using card and wood and appropriate joining techniques, showing a high level of creativity in their designs and taking great pride in the finished product. When objects, such as a functional and attractive kaleidoscope, are made from a plan provided by the teacher, pupils do not have enough involvement with the design element. Younger pupils have deconstructed boxes before designing and building their own containers with careful attention to suitability for purpose and evaluation of the product. In Year 5, pupils designed and made musical instruments to support a puppet play for which they had made the puppets. They used a range of materials and at the design stage gave careful thought to the strategy for making appropriate sounds. Evaluation involved a video recording of the play as a useful basis for judging the quality and suitability of the product for its purpose. Design and technology is integrated well with other subjects throughout the school. For example, Year 5 have made good quality models of Stephenson's 'Rocket' in their study of Victorians, using a variety of materials. Pupils work with a wide range of materials, including construction kits, mouldable and resistant materials and textiles, using an increasingly sophisticated range of techniques. Pupils are able to work with food but there are few opportunities for cooking.

- 90 There have been considerable improvements in the provision of design and technology since the previous inspection. The adoption of the national guidance on schemes of work has ensured that opportunities are provided for a broad and balanced curriculum, including the use of construction kits and working with food technology. The latter is still problematic because of difficulties with supervision of pupils working with a cooker, but plans are in hand to overcome this. There is now a strong focus on the design process to balance construction, and activities are sufficiently open-ended to provide an appropriate level of challenge for pupils of all abilities. However, there is still no system for assessing pupils' progress.
- 91 Examination of pupils' books and completed work, and the observation of a small number of lessons, indicates that teaching is satisfactory overall and often good. Teachers plan well-focused activities matched to pupils' capabilities, allowing for creativity and providing scope for different levels of achievement. Teaching is best when pupils are encouraged to carry out their own review and evaluation of all stages of the process, and when greater challenge is presented to higher attaining pupils in their evaluation. Support staff have a positive effect on the quality of pupils' learning.
- 92 The subject is managed effectively and a lunchtime club provides a wide range of making activities that further extend the curriculum. The involvement of Rolls Royce in project work for several year groups provides a stimulus through working with practising engineers. The co-ordinator monitors teachers' plans to check that work done reflects the new scheme of work.

GEOGRAPHY

- 93 During the inspection few lessons were observed, but these and the evidence from pupils' work and teachers' plans, indicate standards of work are appropriate for this age group. Pupils enjoy the subject and make satisfactory progress in increasing their knowledge and understanding of the world and in applying geographical skills to their studies. Standards identified in the previous inspection have been maintained and the weakness in the overuse of work sheets has been resolved by introducing more variety in teaching approaches.
- 94 By the end of the key stage pupils understand the origins of mountains and can name and identify the location of major British and global mountain ranges, and use their knowledge of mountain environments in considering practical problems. As part of their study of mountains, many pupils convert contour maps into a profile of the terrain. They understand the basis of the water cycle, and know about the origins of rivers, their characteristics and their effects on the landscape. Pupils appreciate the influence of rivers and other geographical features on the location of settlements and can choose the most appropriate location for a settlement. Pupils locate their own area in relation to a map of Britain and compare it to the seaside resort of Llandudno, recognising key factors such as economy, leisure and environmental issues. They are confident in the use of symbols on maps, devising their own and using those from Ordnance Survey maps. They make a simple analysis of an area based on aerial photographs and maps with different scales and use 4-figure co-ordinates. The pupils in Year 6 gather information on mountains and the weather from the Internet, but younger pupils do not utilise information technology or independent research sufficiently.
- 95 In the small number of lessons observed teaching was good. These lessons were well structured with a clear focus on geographic skills and the effective use of questions ensured the rate of learning in these lessons was good. Tasks were matched to pupils' ability and support staff ensured pupils with special educational needs were fully involved and also learned at a good rate relative to their prior attainment. Pupils were challenged by the use of appropriate geographic vocabulary and highly motivated by the work, which required the analysis of information and this made a strong contribution to their good progress. Work in pupils' books shows teaching to be at least satisfactory but there is limited evidence of work being set for differing abilities. The work has a clear geographical focus but in some classes the work is too closely integrated with other subjects and this militates against pupils' perceptions of the geographical topic they are studying.

- 96 The nationally provided scheme of work has been adopted, but there is inconsistency in the way different year groups devise their medium and short-term plans, especially in the quality of learning objectives. The co-ordinator has a clear view of the subject and its ongoing development, and monitors and supports teachers' medium term plans but does not have a role in monitoring teaching. There is a lack of a systematic approach to assessment in order to facilitate the provision of appropriately challenging work and track pupils' progress.

HISTORY

- 97 Standards in history at the end of Key Stage 2 are good. This is an improvement since the previous report when standards were judged to be average. The new scheme of work and enthusiastic teaching has had a major impact on the improvement in standards.
- 98 By the time they leave school at the age of eleven, most pupils have a secure level of knowledge and understanding of a good range of historical events and they recall accurately details of historical periods they have studied. For example, most Year 3 pupils could give reasons why the Romans came to Britain and at least three examples of Roman remains that can be found. When asked why they thought the Britons wanted the Romans to stay, pupils were quick to recognise the importance of a strong Roman army. Higher attaining pupils do simple sums using Roman numerals. Pupils have a good sense of chronology and the concepts of cause and consequence are well established. Year 5 pupils compare the advantages and disadvantages of social conditions in Victorian times with today. Discussion with pupils quickly established that they did not want to be children during this period, not only because of conditions in which poor children had to live but also because wealthy parents were not close to their children. Pupils' responses to the questions show an eagerness to learn. Their accurate recall shows their increasing knowledge and understanding. They enjoy learning and participate eagerly in classroom discussions and this ensures learning takes place at a good rate as pupils move through the school. Pupils demonstrate a good sense of enquiry, with pupils in Year 6 understanding the differences between facts and opinion and the need to critically compare and contrast information from a variety of sources. Their written work includes a well researched and reasoned account written as a letter commenting on the social conditions of people in everyday life in Britain between the wars and the need for law to enforce changes. They express opinions based on historical knowledge. The foundation of this mature level of writing and thinking was seen in a Year 5 class when the teacher skilfully assisted pupils to make an evaluation based on evidence. Pupils were asked to comment on the Victorian and current school rules. Using their responses the teacher demonstrated how to distinguish between perception and evidence. This example also illustrates how well new learning was built on prior attainment.
- 99 Literacy skills are used well in history and the standard of handwriting and presentation and the quality of illustration are high in Years 5 and 6. Pupils' written accounts show an appropriate range of styles. For example, there are examples of factual accounts and interpretative writing based on analyses of data. Use of new vocabulary and phrases, such as industrial law, slavery and 'jewel in the crown' are accurately spelt and correctly used and pronounced. Numeracy skills are also used well in history such as in a Year 5 lesson on the Victorians when pupils were challenged to find the value of a farthing as a fraction of today's penny.

- 100 Overall, teaching is good and includes many strengths. The knowledge, understanding and enthusiasm of most teachers enhance learning. Teachers show a lively approach to teaching and have the ability to bring history alive through stories and through an understanding that investigative work using evidence from the past appeals to pupils. This is well illustrated in the way teachers used Roman artefacts and Victorian toys to enhance pupils' learning. Generally lessons have a good structure, in that there is an introduction followed by activities and a conclusion. On occasions the conclusion is too short and fails to consolidate learning. Lesson plans do not always specify learning objectives and teachers do not inform pupils of the focus of the lesson. This means pupils are not always clear about the progress they have made in the lesson. Marking is satisfactory although few targets for improvement are identified. On-going assessment varies between classes and this leads to insufficient attention being paid to matching activities to the range of ability in the class. However, there are examples of assessment being carried out well at the end of a topic. For example, in a Year 3 classes pupils were given five activities to see if they could apply their knowledge and understanding of the Romans in a difficult context. Expectations of work are usually high although there are examples of low expectations with some work being set which is little more than colouring in a given outline. On these occasions the rate of learning dips and there is little extension of learning. Teachers have useful strategies for pupils to work in pairs, collaborate, listen to each other's contributions and feed back. Pupils enjoyed this and made some perceptive comments about the use of the Internet and parental control. The behaviour of pupils in most classes is good. Pupils work hard and, where teacher expectations are clear, work is completed on time. When teaching is less effective teachers do not establish a good balance of time between talking and activities resulting in pupils sitting passively for too long a period.
- 101 Teachers support pupils with special educational needs very well and they make good progress relative to their prior attainment. Joint planning between teachers and support staff enables guidance to be effective. Staff encourage pupils to participate, who then contribute well and in lessons learn at a good rate.
- 102 The subject co-ordinator provides effective leadership. Analyses of strengths and weaknesses in each year group based on scrutiny of pupils' work are accurate and the guidance and support she provides as a result of these has a positive impact on standards. Resources are used well, particularly those from the local museum and library services. Pupils visit the local castle, village and canals and this further supports their learning.

INFORMATION TECHNOLOGY

- 103 Pupils' standards of work are below the national expectation by the end of Key Stage 2. The previous inspection reported weaknesses in standards, which have yet to be rectified successfully. There has been little development in the subject and it has not been given sufficient priority in the school development plan and computers are infrequently used. There are insufficient resources and many of the computers being used are obsolete and unreliable. Overall insufficient time is allocated to the teaching information technology.
- 104 The judgement about standards that pupils achieve and the progress they make are based on looking at work and talking directly to them about information technology. The lack of opportunity to work with computers and limited specific teaching of skills means pupils do not achieve the standards of which many are able by the end of the key stage.
- 105 By the end of the key stage pupils are reasonably confident in word processing. Pupils can enter writing into the computer and change the size of letters and font. They know how to highlight text, and move it around. Pupils can save work, retrieve and print it. Pupils who are most confident at this are those with computers at home. Some pupils have designed school posters using text and graphics. Year 5 pupils are learning how to write a program to make a lamp work but little time is allocated to this and skills are not built on. For example, Year 6 pupils are unable to recall when they last used a programmable device. Although Year 6 pupils have some data handling skills, these are in the main not at the level expected. Some pupils work with CD ROMs to support their work in history.

- 106 Very little direct teaching of information technology was taking place during the inspection. This is one of the most significant factors relating to unsatisfactory standards. All aspects of the National Curriculum are not being taught systematically and there are no formal procedures in place for assessment. As a result teachers do not have a clear picture of pupils' strengths and weaknesses in attainment and this hinders their planning to improve progress. Differences seen in progress are often attributable to the experiences pupils bring from home. Although National Curriculum guidelines are in place, teachers do not make sufficient use of them to make sure work is planned at appropriate levels for different groups of pupils. Teachers are reasonably confident advising pupils with word processing skills. However, they are less secure with the other aspects of the curriculum such as using information technology for controlling events by a series of instructions or measuring events such as the weather. The subject is not given the time needed in order to help pupils develop their skills and understanding. Teachers give pupils some opportunities to develop the skills of literacy and numeracy by using computers but do not develop the skills of information technology discretely. Teachers have insufficient expectations of what pupils can achieve and some of the programs used to support numeracy fail to challenge pupils sufficiently. Support staff are used to supervise pupils working on computers but pupils do not make sufficient progress in these lessons due to unreliable and outdated hardware.
- 107 The school has focussed the majority of attention on implementing the Numeracy and Literacy Strategies and information technology has received insufficient attention. As more time has become available the subject co-ordinators have been able to give more attention to the subject. They are knowledgeable and enthusiastic and have a clear vision of how they want the subject to develop. They are aware of the weaknesses in the subject and of the need to improve resources. As a result, they have made a clear analysis of subject needs and have written a detailed and workable action plan for improvement. They have linked priorities to training and acquiring funding from local and national initiatives. If implemented the co-ordinator's plans should have a positive impact on raising the subject's profile in the school.

MUSIC

- 108 Standards in music at the end of the key stage are satisfactory. Pupils of all abilities make satisfactory progress in their knowledge and understanding of music and ability to sing and play musical instruments. The previous inspection stated that although singing was satisfactory in hymn practice that was not the case in lessons. Standards have improved and singing is well up to standard in hymn practice and in lessons.
- 109 In the hymn practice observed, there was an atmosphere conducive to good singing. The leader took the opportunity to talk about the recorded music, and its composer. Pupils sang with clear diction, and satisfactory breath control. Given the large number of pupils, their behaviour and demeanour were very good. Pupils enjoy their music lessons. Radio and television programmes are used to support teachers, and provide a theme for the term. In preparation for a radio broadcast, the teacher introduced the class to a range of African instruments. All pupils were given the opportunity to play unpitched percussion instruments. They maintained the pulse satisfactorily. In Year 6 pupils are confident playing the recorder. Almost all pupils read musical notation, and although a limited range of notes was played, performance was largely accurate. The teacher profitably revised notation and the music stave before asking the pupils to play. They recalled and showed their knowledge of notation and musical terms. Skills of critical listening are developing and pupils listen to other groups and identify errors in playing through their awareness of time and the number of beats in a bar. During the inspection there was little evidence of pupils composing their own pieces of music.
- 110 Pupils with special educational needs are able to participate equally and gain from the musical experiences offered, for example in the recorder lesson described above. Support staff ensure they understand the tasks and they learn at a good rate related to their prior attainment.

- 111 The teaching of music is satisfactory. Teachers make effective use of radio and television programmes to overcome a lack of subject knowledge. However, teachers use the expertise they do have to good effect, for example helping pupils to play wood blocks and Indian bells, using the correct technique. Teachers who play the guitar share their enthusiasm with pupils. In lessons where teachers are less confident there is a lack of musical activity apart from listening and the choice of music is not always suited to the pupils' interests. Teachers maintain firm control and this results in concentrated and accurate performance and progressive learning, as in the recorder playing in Year 6. When radio and television programmes are being used, teachers need to stop the tape at strategic points in order to allow pupils to practise the skills being taught.
- 112 Resources are at least satisfactory, boosted by instruments on loan from the Schools' Library Service. The room where television music programmes are watched is a long distance from some of the classrooms, and time is wasted getting there and back. More time is lost when the trolley of instruments is then taken back to the classroom.

PHYSICAL EDUCATION

- 113 During the inspection, games, gymnastics and dance were observed. Overall standards are similar to those expected for this age range. Standards in games at the end of the key stage are good and in the lessons seen in gymnastics and dance standards are satisfactory. Pupils only have swimming lessons during two terms in Year 5 and currently three-quarters of the group will meet the requirement to swim 25 metres before they leave school. Overall these standards in physical education are similar to those reported at the time of the previous inspection with an improvement in games.
- 114 Pupils experience a wide range of games activities and by the end of the key stage have good hand and eye co-ordination in both badminton and volleyball. Teachers have a good knowledge of basic games skills and teach them through good demonstrations and a range of different activities. Pupils listen and watch closely and make good progress in learning new skills. They know in volleyball it is essential to watch the ball and the more agile pupils move quickly to be in a good position to pass the ball to a partner. They understand the need for rules and enjoy competing in small games. They persevere to improve the total number of passes. In gymnastics in Year 4 pupils successfully combine movements when travelling and balancing although some linking movements lack thought and final shapes could be improved. Pupils enjoy finding different ways to perform but this is restricted on occasions by teaching being over-directed and this slows down the rate of learning. Pupils in Year 5 are creative in their dance movements and respond well to music. They understand that imagery and feelings can be expressed in movement. Collaboration in small groups is good and pupils cooperate and share ideas. The theme was working in a factory linked to the history topic and as the lesson progressed the role-play became more apparent than the dance and the interpretation of the music deteriorated. The teacher quickly spotted this and intends to build on the dance in future lessons. In all lessons pupils took part energetically and have a good understanding of the beneficial effects of exercise on the body.

- 115 The quality of teaching overall is satisfactory. The best teaching was in games in Year 6 and Year 3 when teachers taught specific games skills and this enabled learning to take place at a good rate. All lessons follow a good sequence with an opportunity to warm up and then cool down at the end of lessons. Teachers provide good role models, change into suitable clothes and join in enthusiastically. Although the scheme of work clearly identifies topics to be covered, skills to be taught are not always clearly identified and this leads to some repetition as in repeating basic badminton skills in Years 3 and 6. This means pupils do not always build effectively on prior learning. However, in lessons seen, pupils recall previous skills and are eager to improve. In all lessons seen teachers made effective use of demonstrations to encourage as well as clarify skills. However, teachers do not always allow pupils to try again and so opportunities to improve are missed. In the dance and gymnastics lessons seen progress was satisfactory although opportunities to be creative and plan individual movements were sometimes lacking. A feature in many lessons is the sensitive way pupils with special educational needs are helped so that they can take a full and active part in lessons. They make satisfactory and often good progress relative to their prior attainment. The system of timetabling all classes in a year to have physical education at the same time leads to shortages of resources and indoor accommodation is not always available on wet days.
- 116 Pupils appreciate the range of extra-curricular activities. These include clubs and school teams for football, tennis and cricket. Parents are very supportive of these activities providing transport when needed.

RELIGIOUS EDUCATION

- 117 Attainment in religious education, when measured against the levels in the local agreed syllabus is in line with what is expected at the end of Key Stage 2. The standard identified in the previous inspection has been maintained.
- 118 Four major world faiths, Judaism, Islam, Sikhism and Hinduism are taught, each year focusing on one faith. Christianity is taught in each year following the guidelines in the Locally Agreed Syllabus. By the time pupils are in Year 6 they have a well-founded knowledge and understanding of the five religions. They speak with confidence about the founders of each religion, they compare and contrast signs and symbols and understand the significance of places of worship, specific rituals, rites and ceremonies. For example, in Year 6 pupils study Hinduism, they draw an accurate map of India and show their understanding that Hindu religious customs vary in different parts of India. There is understanding, too, that whilst the main religion is Hinduism other religions are strongly represented in India. Pupils have a good command of the new and demanding vocabulary that is necessary in order to understand the Hindu calendar, Pattrā. They have learnt the Hindi names of days, which they can spell and pronounce correctly. Discussion with pupils shows they know the significance of different parts of the Hindu temple. They compare and contrast the parts of the temple, church, mosque and synagogue that are sacred and name the main Hindu deities and the holy leaders of all the other faiths. In Year 5 pupils talk about the holy books of the Christian and Sikh faiths. They know why the Bible and the Guru Granth Sahib are holy books and respected. Year 3 pupils understand that the Bible is a special book and does not only contain important stories about Jesus. They know that these books give guidance in rules for living. Pupils in Year 3 can explain why Moses left Egypt and can recall the seven plagues and express opinions about them.

- 119 There is effective learning in lessons and pupils make satisfactory progress as they move up through the school. Most lessons start with discussions that review what pupils know and understand. These sessions are lively and brisk and pupils' eagerness to contribute indicates quick recall of facts learnt previously, so, for example, Year 5 pupils could quickly explain the significance of the 'Five Ks' in the Sikh religion. They show independence in learning when Year 4 pupils did not know the meaning of the word 'prodigal'. They quickly used a dictionary to support their learning. When asked what it meant pupils were eager to respond and made many imaginative and empathetic responses. After listening to the story of Tegh Bahadur and his death, pupils were asked how Sikhs might feel after the death and again their response showed mature reflection. Pupils show they listen attentively and respect each other's contributions. The progress pupils make is satisfactory in Year 3, slows down in Year 4 and then accelerates significantly in Year 6, where it is good. Pupils with special educational needs make good progress in relation to their prior attainment.
- 120 The quality of teaching is satisfactory overall with strengths in Year 6 and in one class in Years 4 and 5. There are weaknesses in some classes in each of the other years. Most teachers tell stories and relate facts in a lively and entertaining way. They give a dramatic performance and this engenders awe in pupils and this means that they listen carefully to detail as demonstrated by the teachers who told stories of Moses and the Prodigal Son. However, the weakness in this method is apparent when the 'stories' are told in a fashion that oversimplifies the differences between good and evil. This was in evidence when Aurangzeb was portrayed as an evil monster, without making pupils aware of the possible range of views and perspectives of Aurangzeb's record. Pupils did not have sufficient opportunity to discuss the story and to reflect on the issues. The teachers in Year 6 and some in Years 5 have very high expectations of the pupils in the way work is presented. Some of the drawings of Hindu deities, of the temples and of different religious symbols are beautifully done with careful attention paid to the detail. Written accounts are personal and show a good command of knowledge and understanding as well as good basic literacy skills. Teachers take care to introduce new vocabulary, carefully ensuring pupils can spell and pronounce correctly. These are important factors in raising and improving standards. These high expectations are not reflected in some Years 3, 4 and 5 classes where pupils' work is produced as loose-leaf papers or printed worksheets that make little demand on pupils' skills. Teachers' knowledge and understanding of different religions and ceremonies, though generally satisfactory, is not always accurate and sympathetic. For example, some teachers unconsciously transmitted their personal prejudice about issues such as 'arranged marriages'. A lack of sensitivity was occasionally displayed in the way in which religious leaders were referred to, without the use of the usual respectful title. Though these are sensitive issues that require attention, there are also many strengths in the school. The teachers are highly motivated and successfully transmit their interest and enthusiasm to pupils. The weakness in planning identified in the previous inspection has been rectified with the implementation of a detailed scheme of work. However, there are no assessment procedures or systems to monitor pupils' progress. The school gets good support from the Open Centre, which is run by a local charity. There are good links with the local church and vicar.