

INSPECTION REPORT

**FAIRMEADOWS FOUNDATION PRIMARY
SCHOOL**

Swadlincote

LEA area: Derbyshire

Unique reference number: 112982

Headteacher: Mrs Elaine Day

Reporting inspector: Mrs Christine Huard
27290

Dates of inspection: 2nd - 5th July 2001

Inspection number: 192649

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Fairfield Crescent Newhall Swadlincote Derbyshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Jacques Sigston
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27290	Mrs Christine Huard	Registered inspector	Science Art and design Design and technology Music English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught?
13981	Mr Tim Morgan	Lay inspector		How high are standards? b) Pupils' attitudes values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27363	Mrs Ann Burgess	Team inspector	The Foundation Stage English History Religious education	How good are the curricular and other opportunities offered to pupils?
29703	Mr Ray Barton	Team inspector	Mathematics Information and communication technology Geography Physical education Special educational needs Equal opportunities	How well is the school led and managed?
25341	Mrs Leslie Clarke	Team inspector	French	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fairmeadows Foundation Primary School is an average size school with 255 pupils on roll between the ages of three and eleven. It is situated in Newhall, which is an old mining village just outside Swadlincote. Since the closure of the mines, the area has suffered from long-term unemployment. Most pupils attending the school live in the immediate area. Children are admitted to the school on a staggered basis during the autumn and spring terms of the academic year in which they are five. Children with autumn and spring term birthdays enter in September, those with summer term birthdays in January. There are slightly more girls than boys attending the school; this is most evident in Year 2 where there are 12 boys and 22 girls. The percentage of pupils eligible for free school meals is above average at 20 per cent. Nearly all of the pupils are of a white ethnic background and only two pupils come from a home where English is not the first language. Neither of these pupils is at an early stage of learning English. Eighty-five pupils are identified as having special educational needs. This is 39 per cent, which is well above average. There are 66 pupils at Stages 1 and 2, and 11 at Stages 3 and 4. Eight pupils have a statement of special educational needs. When children first enter the school, their levels of attainment are below average.

HOW GOOD THE SCHOOL IS

Fairmeadows Foundation Primary School is a good school. The headteacher gives a clear and positive direction to the work of the school and the governors are knowledgeable and appropriately involved. Pupils reach generally appropriate standards in their work and achieve well in their personal development. The quality of teaching is consistently good throughout the school which enables pupils to learn effectively at all stages. The school meets the needs of most pupils well and has effective strategies to promote inclusion and equal opportunities. The school provides good value for money.

What the school does well

- The leadership of the headteacher is very strong and she has a clear vision of what is needed to improve standards further.
- The quality of teaching is good and encourages effective learning.
- Pupils have very positive attitudes to school and reach high standards of personal development.
- The school is a caring community and ensures that everyone is able to do their best.
- The provision made for pupils with special educational needs is very good.
- There are very strong links with parents and they have the opportunity to be fully involved in the education of their children.

What could be improved

- Standards in English and information and communication technology are below what is expected at age 11.
- Teachers sometimes provide tasks that do not meet the needs of all pupils closely enough.
- The accommodation is cramped and reaches extremes of temperature in which it is very uncomfortable to work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Since then it has made good progress on the issues which were identified for improvement and in other key areas. It no longer has any serious weaknesses and is well placed to continue to improve. The results achieved by the oldest pupils in the core subjects of English, mathematics and science have shown some fluctuation from year to year, but have risen broadly in line with the national trend of improvement. The school has acted appropriately to improve provision for pupils in Years 3 to 6, although this action is yet to have a full impact on pupils' levels of attainment. There were nine major key issues for improvement from the last inspection. Those that concerned the leadership and management of the school and the meeting of statutory requirements have been successfully addressed. Standards have risen significantly in all subjects although they are still just below average in English and information and communication technology (ICT), by the time pupils leave the school at 11-years old. The school took appropriate and successful action to reconsider its planning and co-ordination of the curriculum and has made sound progress in developing appropriate assessment

systems, although they still require some refining. Attention has been paid to the spiritual and cultural development of the pupils and this is now good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	C	E	E
Mathematics	C	C	D	D
Science	C	A	B	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Results have improved broadly in line with the national trend since 1998. The school did not meet the targets set for its pupils in English and mathematics in 2000 because, with a very high percentage of pupils with special educational needs in Year 6, the targets set were unrealistically high, as are the targets for 2001. When compared with their results in Key Stage 1 tests in 1996, the pupils in Year 6 in 2000 made good progress. The school's performance in English was well below both the national average and the average for schools with similar intakes¹. Results in mathematics were below average when compared with schools nationally and those of a similar kind. Attainment in science was above the national and similar schools' average. Standards achieved by pupils aged seven in national tests in 2000 were average in reading and mathematics and above average in writing. These pupils have had the advantage of more consistently good teaching and a better organised curriculum since they first entered the school. In science, pupils attained above average standards both nationally and when compared with similar schools

Although standards are below average in English in Year 6, inspection evidence suggests that standards in this and in all other subjects except ICT, throughout the rest of the school, are generally in line with what is expected, because pupils have had the benefit of good teaching for longer. Work seen during the inspection indicates that all pupils make good progress, because of strong and well-focused teaching, which enables them to learn effectively. They achieve well in relation to their attainment on entry to the school.

Standards in ICT are currently below average at the end of both key stages, because the school has only just installed an appropriate system and introduced a scheme of work which will allow full coverage of the curriculum. Pupils are now making good progress in the subject. Standards in French are good; this makes a significant contribution to their cultural development and pupils learn to speak the language well. Standards in art and design, design and technology, geography, history, music and physical education are in line with what is expected. Religious education meets the requirements of the locally agreed syllabus. All these show a significant improvement since the last inspection when all were below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are well-motivated and keen to learn. They have very good, responsible attitudes towards their work
Behaviour, in and out of classrooms	Behaviour is very good, overall, and pupils show a good awareness and are considerate towards others.
Personal development and relationships	Pupils' personal development is good. They are keen to take responsibility and carry out tasks in a responsible and sensible manner.
Attendance	This is good and above average. Pupils are generally punctual and

¹ Similar schools comparisons are made between schools which have a similar percentage of pupils eligible for free school meals.

lessons begin on time.

The school is a friendly and welcoming community. The pupils fulfil the school's aim of developing responsible individuals and the attitude of pupils towards their work is mature and sensible.

TEACHING AND LEARNING

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

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

The teaching seen was good, overall. Fifty-three lessons were observed and teaching was satisfactory or better in all of these lessons. Seventy seven per cent were good or better with 17 per cent being very good. Examples of good teaching were observed in all classes. The consistency of good teaching is one of the main reasons for the improvement in standards of classwork noted during this inspection. Evidence from pupils' previous work indicates that the standard of teaching in most classes is good, although one lower junior class has suffered much disruption during the year and this has had an adverse effect on the standards being achieved. For all pupils, teaching in most aspects of the key skills of literacy and numeracy is good. Older pupils benefit from being grouped according to ability and this has had a positive impact on standards in classwork, although not yet in test results. The school has implemented both strategies effectively, although it has not yet taken advantage of the opportunity to provide additional literacy support. This is identified for implementation in the next academic year. Teaching for pupils in the Foundation Stage is good. Most teachers try to provide activities which enable individuals to achieve well in their academic work and, most notably, in their personal development. Teaching for pupils with special educational needs is good and carefully matched to individual needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall quality and range of the curriculum are good. A particular strength is the provision for personal, social and health education. The curriculum is enhanced by the teaching of French and a good range of extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Individual education plans are of a good quality, specific to each pupil and have set relevant and achievable targets, which are regularly reviewed.
Provision for pupils with English as an additional language	At the time of the inspection, there were no pupils who were at an early stage of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision in these areas is very good. Provision for pupils' social development and moral development is very good and for their spiritual and cultural development is good.
How well the school cares for its pupils	The school provides a secure, caring and supportive environment in which its pupils can grow and develop.

The school's curriculum is broad and significantly improved since the last inspection. The inclusion of French, supported by a visit to France, is a particular strength and does much to enhance pupils' social and cultural development as well as their knowledge of another language. The school works well with parents and encourages them to participate fully in the school community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong, coherent leadership and has a clear sense of direction for the school. She is well supported by her deputy and assistant headteacher as well as subject co-ordinators. There is a strong spirit of teamwork and commitment among staff.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities efficiently. They are effectively involved in the school and support its development. They question sensibly what it does and have a good awareness of the school's strengths and weaknesses.
The school's evaluation of its performance	The school analyses its results, teaching and curriculum well and takes action to improve. It consults widely on its further development. The school improvement plan is a good quality working document. It outlines immediate priorities well and effectively communicates the long-term vision.
The strategic use of resources	Very good overall. Funds are directed to priority areas and their use is controlled and monitored well.

The management of the school is effective in seeking to ensure best value in its spending decisions by questioning what it does and ensuring that funds are spent wisely.

The school has appropriate qualified teachers and support staff. The quality of resources is good and they are used well. The accommodation is poor. Overall it is cramped and pupils' work involves having to spill over into adjoining rooms. In warm weather, the rooms become excessively and unacceptably hot and detract from the pupils' ability to work effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • The behaviour is good and the school encourages the children to take responsibility. • The teaching is good and their children make good progress. • The school has high expectations in terms of work and behaviour. • The headteacher always has time to listen to problems or concerns. • The school really cares for their children. • The headteacher and staff work closely with parents and include them in many activities. 	<ul style="list-style-type: none"> • A small number of parents expressed concerns about homework. • A few parents feel they receive insufficient information about the progress their children make.

The inspection team agrees with the parents' positive views. Homework is satisfactory and is set on a regular basis. It is well linked to classwork. Ample information is provided about the progress pupils make, both in their academic and personal development. There are opportunities for parents to attend consultation evenings during the year and, in addition, they receive good quality written reports.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the foundation stage with below average speaking and listening and early reading and writing skills. Mathematical skills are also below those expected of other three and four year olds. During their time in the nursery and reception classes, children make good progress and the vast majority develop confidence in their literacy and numeracy skills. By the time children move into Year 1, most will have achieved the Early Learning Goals in language literacy and communication, mathematical development, knowledge and understanding of the world and physical and creative development. The majority of children exceed the requirements for their personal and social development.
2. In the national tests for seven-year-olds in 2000, results in reading were above average and results were well above average in writing when compared with those attained by pupils of the same age both in schools nationally and in those of a similar kind. In mathematics, standards attained were typical of those achieved by pupils of the same age both in schools nationally and in those of a similar kind. Eleven-year-old pupils attained results that were well below average in English, below average in mathematics and above average in science, when compared with schools nationally and those of a similar kind. When the test results of the Year 6 pupils in 2000 are compared to their national test results when they were seven years old, it can be seen that the pupils have achieved very well, especially in mathematics and science.
3. There has been an improvement in the results of English, mathematics and science over the three years since 1998, broadly in line with the national trend. However, the rate of improvement in English has been slower than in the other areas. The school has recognised this and has carried out an analysis of its results to enable it to define the cause. One reason has been the increased proportion of pupils on the school's register of pupils with special educational needs. Of the group of pupils taking the tests in 2000, 25 per cent had learning difficulties. As yet, the school has not implemented additional literacy support because of staffing difficulties. However, this problem has been resolved and the support is due to start in September 2001. The school has recently improved its method of grouping pupils for English. This has had a positive impact on standards in classwork, but, as yet, has not had time to reverse the trend in test results. The results of tests for pupils aged seven, show a maintenance of standards in reading since 1997, a small but steady decline in standards in writing and an improvement in 2000 after a decline in mathematics since 1997.
4. Inspection evidence shows that, generally, standards in mathematics and English are higher than test results would indicate. Standards in English are above average in Years 1 and 2 and average in Years 3 to 6. There are good opportunities for pupils in Years 1 and 2 to experiment with a range of styles of writing and a good emphasis on the teaching of reading. This is a significant improvement since the last inspection. In Years 3 to 6, there are many opportunities for pupils to write for a range of purposes and they enjoy a varied and rich curriculum. Higher achieving pupils benefit particularly from being grouped for extended writing and the lessons have challenged them and had a positive impact on standards. Pupils are achieving standards in line with national expectations in mathematics throughout the school. This is due to good teaching of the numeracy strategy. However, there are too few opportunities for pupils to develop their number skills in problem solving situations throughout the school. The school has recognised this and it is written in the improvement plan for development in the next academic year. Pupils' attainment in science is above average at ages 7 and 11. It is well taught and pupils are taught to investigate and record independently from Year 1. There has been an improvement in standards in all subjects since the last inspection, although standards in English have been the slowest to rise. There is good evidence to suggest that effective action is being taken to accelerate the rate of improvement in English. The school, with the local authority, has predicted targets for 2001 in English and mathematics which are unlikely to be met as they are unrealistic and do not reflect the abilities of the current Year 6. The school has set its own targets which are based on an accurate assessment of the pupils' abilities and takes into account that 43 per cent of the current Year 6 are on the register of pupils with special educational needs. These targets are still challenging, but more realistic and attainable.

5. Skills learned in literacy are well used throughout the curriculum. Pupils keep diaries in Year 5 as part of their science work, formulate questions in geography in Year 4 to help with their research and write descriptions about their experiences in France in Year 6. Numeracy skills are used to help make calculations in science and geography. The use of ICT is more limited and this is not yet fully integrated into the whole school curriculum.
6. From observation of lessons and through the examination of pupils' work, pupils in both key stages are, in general, achieving good standards given their attainment on entry. This is enabling them to leave the school at age 11, having achieved higher levels of attainment than might have been expected.
7. Pupils with special educational needs make good progress and achieve well in relation to the targets set in their individual education plans. Planning is very good and support staff work effectively with these pupils in lessons. Standards achieved by higher attaining pupils are good and they benefit from stimulating and challenging extension activities.
8. By the age of 11, pupils' achievement in information and communication technology is below expectations, although pupils are gaining a wider experience in all elements of the subject now that the school has introduced good equipment and an appropriate scheme of work. This has occurred recently and has not had sufficient time to have an impact on standards. In religious education, pupils are meeting the objectives of the local Agreed Syllabus and are showing a sound level of learning which involves a mature understanding of the importance of reflection. Standards in French are good. The pupils respond with enjoyment and vigour to lively and interesting lessons which stimulate them and enable them to learn very effectively. Levels of attainment in art are average, overall, with some good elements at both key stages. Pupils benefit from additional activities such as school art exhibitions, which demonstrate how much their work is valued and appreciated. Standards in design and technology are also sound, overall. Some work, particularly in the development of design skills and the quality of the evaluations that some pupils make of their projects, is good. Standards in geography, history, music and physical education are in line with expectations. These subjects all demonstrate that substantial improvements have been made since the last inspection when all were judged to be below average.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school and their behaviour are very good; their personal development is good. These aspects have improved since the last inspection. Attendance is also good.
10. During the four days of the inspection, the very hot weather made conditions in the school extremely uncomfortable. The attitudes and behaviour of the pupils were very mature and they responded sensibly to the very unpleasant circumstances.
11. In all classes, pupils have very good attitudes to learning. Almost all parents say that their children like coming to school. In turn, pupils speak well of the school and feel a sense of pride and ownership. In lessons, pupils listen carefully to instructions, work well independently or in co-operation with others and show an enthusiasm to do their best. They respond eagerly to questions and accept that others may have a different point of view. Most pupils confidently explain what they are doing and are keen to show their work. They concentrate on their tasks, enjoy being challenged and persevere when they find things difficult, learning from their mistakes. The fun of learning is frequently evident.
12. Parents are pleased with the standard of behaviour and inspection judgements strongly support these views. Throughout the school, pupils are very well behaved and this makes a major contribution to effective learning and to the quality of school life in general. There is a pleasant air of orderliness without the suppression of natural exuberance. Pupils know what is expected of them and they behave appropriately, generally not for any reward, but because they know it is the right thing to do. They are polite and considerate to one another and to adults – visitors are made to feel particularly welcome with cheery greetings and smiles. Doors are held open for others and “please” and “thank-you” are regularly heard. Pupils take good care of equipment and furniture. There is no evidence of bullying or racism and pupils are aware of what to do if they encounter

any. When instances of unacceptable behaviour occur, they are dealt with swiftly and effectively. There have been no exclusions in recent years.

13. Relationships throughout the school are very good. The consistency of approach and very good teamwork of staff set a positive ethos – as a Year 6 boy put it “We are all treated the same”. All the staff, teaching and non-teaching, and other adults who help in the school are very good role models. Pupils of different ages relate very well to one another, particularly in the many extra-curricular clubs and in whole school events. There is a friendly atmosphere, with older pupils being successfully encouraged to be aware of the needs of the younger ones. Pupils co-operate in pairs when working in class and collaborate effectively when required to engage in group or whole class activities. They show an interest in what other pupils are achieving, celebrate their success and appreciate the efforts of those less able than themselves.
14. The personal development of pupils is good. All parents who completed the questionnaires said that the school is successful in encouraging pupils to become mature and responsible and the pre-inspection meeting reflected the same view. The opportunities for taking responsibility, given in all classes, are eagerly sought and effectively discharged. Some older pupils have tasks across the school, such as setting up the hall for assembly, controlling playground equipment and supervising the use of the library. Pupils in Years 5 and 6 are responsible for recording their own homework tasks in their “personal organiser” and Year 6 pupils obtain some of the prizes for the Christmas raffle by writing to local firms, personally receiving the replies and writing the letters of thanks. The setting up of a School Council, with two representatives from each year group, has given all pupils another avenue for having an influence on school policies and procedures. Through involvement in fund raising activities for charities, such as the Red Cross Appeal for the Indian earthquake, pupils develop a good awareness of the needs of less fortunate people. The visit to France gives pupils experience of very different social and cultural environments and contributes greatly to their personal development.
15. Attendance is good at above the national average, with a low incidence of unauthorised absence. Registration is done effectively and registers are completed correctly in accordance with requirements. There are a few persistent latecomers, but punctuality is generally good. Lessons start on time, which has a positive effect on pupils’ learning.
16. Pupils with special educational needs are interested in their work and show good levels of concentration in the classroom and on those occasions when they are withdrawn to work outside the classroom. They work well with other pupils and take part in all aspects of school life.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good, overall. Teaching was at least satisfactory in all lessons observed. In 77 per cent it was good or better and in 17 per cent it was very good. This represents a significant improvement since the last inspection when 30 per cent of teaching was unsatisfactory and no very good teaching and very little good teaching was observed.
18. The quality of teaching for children under five is good, overall. Classrooms are enhanced by attractive, relevant displays designed to stimulate children’s interest. Both teaching and support staff work well together to provide children with an appropriate range of learning experiences. There is a good balance of free choice and teacher directed activities. Activities display a clear sense of purpose and there are always some activities specifically related to the current topic theme. In the reception class, the range of activities provided is severely limited by the space available, but the good organisational skills demonstrated by the class teacher ensure that all areas of the Early Years curriculum are taught effectively.
19. Teaching for pupils in Years 1 to 6 is good, overall. As a result of this, most pupils of all levels of attainment make good progress in their learning in all areas of the curriculum. In one lower junior class, there has been considerable disruption during the year, due to intermittent and prolonged teacher absence. This has had an unsettling effect on the pupils and a detrimental effect on the progress they have made, although the school has made good efforts to provide good quality supply teaching.
20. Literacy skills are taught well. Work is well matched to the differing needs of pupils in most classes and by clearly defined learning objectives which are shared with the pupils. The teaching of reading has significantly improved since the last inspection and a good reading scheme has

been introduced. Pupils make good progress in their learning through the teaching of specific skills which enables them to tackle unfamiliar vocabulary confidently. Teaching of writing skills is thorough and pupils practise their skills effectively through extended writing opportunities outside of the literacy hour. Regular mental mathematics at the start of each numeracy session is used effectively as a 'warm -up session' and has helped improve the pupils' recall of number facts. However, some pupils have difficulty understanding some number concepts. This is recognised and teachers provide good opportunities to re-inforce practice in number skills, although they do not always extend this to problem solving activities.

21. Only a small number of lessons were observed in art and design, design and technology, geography, history, information and communication technology, music and religious education. All these were at least satisfactory and most were good. From the observation of pupils' work, it is evident that teaching throughout the year has been thorough and at least satisfactory. Teaching of physical education was good during the inspection and the prowess of the pupils shows that they have developed a good level of games skills. It was not possible to judge the quality of teaching in most aspects of the physical education curriculum because they were not taught during the inspection. Examples of good teaching were seen in all year groups.
22. The teaching of pupils with special educational needs is good. Teachers and support staff provide a good level of support for these pupils and, consequently, the pupils make a good rate of progress in their learning. The targets set are appropriately challenging and teachers can work towards them within a normal classroom setting. The targets are practical, clear and easy for staff, parents and pupils to understand. They are regularly and effectively reviewed and amended on a regular basis and, sometimes, more frequently than planned, if the pupils' needs demand it. Gifted and talented pupils are identified early and generally learn effectively. The school makes arrangements to construct programmes of work for these pupils in co-operation with a local secondary school. Teachers' planning for all classes shows tasks prepared at different levels according to pupils' varying abilities. However, it does not always match the needs of the pupils closely enough. This was particularly evident in a science lesson in an upper junior class when some of the pupils could not read the worksheet provided. In the same class, the examination of pupils' work showed that too little attention had been paid to matching work accurately to pupils' abilities in mathematics. Marking is generally constructive, but is not always as helpful as it could be in that it does not always indicate how work could be further improved.
23. There are a number of contributory factors to the good quality teaching and learning:
 - Lesson planning is clear with learning objectives set out very clearly and shared with all pupils at the start of each lesson. These are revised at the end of the lesson when outcomes are assessed.
 - The teachers know their pupils well and have very good knowledge of their attainment levels, particularly in English, mathematics and science. This means that for most of the time, tasks are planned which are challenging and individualised to meet the needs of each child within the overall context of the lesson.
 - Teachers have good expectations of what the pupils can achieve. In Years 2 and 6, expectations are high. When pupils are working, there is a business like atmosphere where they are attuned to producing the best work they can.
 - Teachers' questioning is of high quality and sharply focused so that they can effectively assess whether pupils have understood new learning or not.
 - Teachers' expectations of behaviour are high. There is a consistent application of the school's discipline policy and a very good rapport and mutual respect exist between teachers and pupils, which have a positive impact on pupils' attitudes and their rate of learning.
 - Teachers move around the room and ensure that they work with as many pupils as possible. This high quality individual attention ensures that all pupils receive the maximum benefit from the lesson.
24. Learning support assistants work in close association with the class teachers and are fully informed and involved in the process of support. This helps the school to meet the needs of individual pupils and maintain a consistent and effective approach.

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

25. The provision throughout the school has improved since the last inspection and all statutory requirements are now met, including the amount of time allocated for teaching in all subjects. The programmes of study for the National Curriculum subjects are in place as well as the Early Learning Goals for pupils in the nursery and reception classes.
26. The curriculum is broad and well balanced; the pupils benefit from a wider range of opportunities than are available in many schools. An example of this is the high priority given to the teaching of French, which is available to all pupils. Pupils in Year 6 have the chance to visit France which contributes to their language skills as well as their cultural awareness. This visit is open to all pupils and financial support is offered where needed to ensure that no one is excluded. The school is very successful in the efficient use of staff and resources to ensure that these and other opportunities are available to pupils on an equal basis.
27. The National Literacy and Numeracy Strategies have been implemented effectively since the last inspection and have had a positive impact on the standards of teaching and learning in these subjects and across the curriculum. The requirement for implementing the use of ICT across the curriculum has only recently been met, because the school has had problems with its equipment. This has been effectively addressed and an appropriate programme of work introduced.
28. Curriculum planning has improved since the last inspection; teachers' long-term plans ensure curriculum coverage and are monitored well by co-ordinators. Schemes of work, based on nationally recognised guidelines, are in place and, where appropriate, have been adapted to meet the needs of the school.
29. The school keeps an up to date register of pupils with special educational needs and makes curricular provision for those pupils who have statements of special educational needs and for those who have individual education plans. Pupils take a full part in the curriculum and the work provided for them usually matches their needs well, but this is not always consistently achieved across the school or across subjects. The school is committed to raising the attainment of those pupils with special educational needs and is presently using a number of educational programmes that are helping to raise pupils' achievements in literacy and numeracy.
30. The school's links with the community are good. Many visits are made to the local and wider community in connection with a variety of lessons and topics. Visitors to the school cover a wide spectrum of topics, including the community police officer to talk about racism and a speaker on deaf awareness. The governors come into school frequently and bring their particular expertise to enhance pupils' learning. Pupils have helped to organise a charity event to raise funds for a scanner for the local hospital and the choir goes out to sing in the local area. The school fairs and the monthly Bingo and Beetle Drives are popular with the local residents.
31. There are good relationships with other local schools. Pupils from Years 5 and 6 make day visits to the three secondary schools and teachers and pupils from the secondary schools come in to talk about their senior school and to give presentations, such as one on the issue of bullying. The headteacher takes some assemblies at the secondary schools. Pupils from Repton Girls' School and the secondary schools come in for work experience. Standard methods of passing on information about pupils have been formulated through the South Derbyshire Headteachers' Group and there are a number of local liaison groups of Year 6 and Year 7 teachers. This has benefits for the continuity of pupils' education between the primary school and the secondary school.
32. Provision for the spiritual, moral, social and cultural development of pupils is very good and is a strength of the school. The school has significantly improved in all of these areas since the last inspection. The impact of this extends across the curriculum and into extra-curricular activities; it is implicit in the work of the school. The school fosters very good relationships and high self-esteem among its pupils who are rightly proud of all their achievements.
33. The provision for pupils' spiritual development is good; it is promoted through acts of collective worship, where time is planned for prayer and reflection and in lessons. The school celebrates success in work and in behaviour and attitudes in an assembly each week; there is a sense of expectation and suspense as names are announced. Opportunities are provided for pupils to

appreciate and reflect on the nature of the world around them. This was evident when pupils in Year 5 were analysing a flower and were enthralled and fascinated by what this revealed.

34. Provision for pupils' moral education is very good; this is encouraged through the acts of collective worship, in lessons and in the day-to-day contact between pupils and all staff. In one assembly, pupils are asked to express their wishes and one chooses "better relationships". In a lesson focusing on personal, social, health and citizenship education, Year 4 pupils are encouraged to consider moral issues sensitively and engage in thoughtful discussion; they can understand why people do wrong and they persevere in trying to find solutions to the case studies presented to them. Rules are not explicitly referred to, but pupils conform to a known code of conduct. They are considerate in their behaviour and their treatment of each other and of their equipment and environment. Teachers in the Foundation Stage and Years 1 and 2 reinforce the unwritten "rules" and conventions and pupils learn what is expected of them very effectively.
35. Pupils' social development is very good and the school makes very good provision for this. Pupils are allowed to make choices and exercise this responsibly; for example, all pupils choose where to sit for the act of collective worship; this means that the classes and age groups are thoroughly mixed and this enhances the life of the school. Pupils are conscious of the needs of other children and offer help: in a Year 2 lesson, pupils were seen to help each other with spellings. There is a real sense of celebration as pupils are congratulated on their achievements in class and in assembly and this engenders an exceptional community spirit.
36. The cultural development of pupils is a priority of the school and is good; this has significantly improved since the last inspection. The school gives pupils opportunities to appreciate their own culture by the use of music and the study of the work of various artists. Visits have been made to the Tate Gallery and to the theatre and the school has welcomed visitors such as a theatre company and a visiting poet. All pupils are taught French and this has a positive effect on their speaking and listening skills in English. The pupils have a strong sense of their place as part of the European community. This was further enhanced for Year 6 pupils by their residential visit to France where they took part in a wide range of activities including visits to various war sites, museums and Monet's garden at Giverney. There is evidence that pupils have studied aspects of cultures other than their own and those of Europe; the art displayed in the hall reflects a range of influences including Indian, Japanese and Australian. In religious education, pupils benefit from learning about six major world religions and the stories and cultures associated with them. During a food week, the pupils experienced a range of food from other cultures and enjoyed experimenting with new tastes and flavours.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school provides a safe, supportive and caring environment for the pupils. Pupils are well known by staff and there is evident concern for their welfare and development. This very high standard of care was exemplified during the very hot conditions experienced during the four days of the inspection by the staff ensuring that pupils had frequent access to cool drinks and keeping a close eye on any pupil who felt unwell. During lunchtime and the morning break, as well as in the classrooms, pupils are supervised sensitively and effectively. This makes a significant contribution towards the pupils' feeling of security and their enjoyment of school life. The very good care provided by the school has a substantial impact on pupils' attainment and progress.
38. There are good procedures for the introduction of children into the nursery and for their transfer between years. Teachers are well aware of the personal needs of the pupils in their class and successfully create a learning environment in which each pupil feels valued. The very good programme of personal, social and health education provides the basis for the development of fully rounded junior citizens. Personal development is well monitored and supported through teachers' detailed knowledge, records of certificates and awards such as "Star Pupil" and "Good Egg", and the fortnightly pastoral meeting of staff. Pupils with behavioural or emotional problems know that they have immediate access to the headteacher should they feel the need. Acts of kindness and special effort, as well as academic achievement, are acknowledged and shared with the whole school.
39. Procedures for child protection are very good, with staff, teaching and non-teaching, being formally reminded about them every year. Child protection matters are always on the agenda of the fortnightly pastoral meetings. The health and safety policy has a comprehensive list of routine

checks and the Premises Committee monitors and records all aspects, as well as carrying out regular inspections. Risk assessments are done when required and specifically at one of the staff training days. There are good links with a range of professionals responsible for health, safety and welfare.

40. The procedures for monitoring and improving attendance are good. Registers are checked by the office staff early in the morning and, with their very good knowledge of the pupils and their families, any irregularities are quickly spotted. To encourage parents to give the reason for their child's absence, a phone call to school eliminates the need for an explanatory note when the child returns. There are specific procedures to deal with unexplained absences, including telephone calls and letters. The educational welfare officer is involved wherever necessary. Holidays in term time are actively and effectively discouraged, with the result that such disruptions to pupils' learning are relatively few.
41. There are very good procedures for monitoring discipline and encouraging positive behaviour. The behaviour policy is strong and is consistently applied by staff; there is an emphasis on praising good behaviour. In personal, social, health and citizenship lessons, pupils are frequently encouraged to think about behaviour and the effect that unacceptable behaviour has on others. At the beginning of the year, pupils discuss and set out rules for their class, so that they feel a sense of ownership. There are rewards to acknowledge good behaviour and an escalating system of sanctions in which parents are involved at an early stage. Bullying or harassment are not tolerated.
42. The school is unusual in operating its own catering facilities. The cook and her assistant are important members of the school team, not just because they provide high quality, nutritious meals, but also because they contribute considerably to pupils' learning. Special food themes make pupils aware of other cultures and traditions and pupils have been encouraged to enter, with considerable success, national schools' catering competitions.
43. The school has improved its arrangements for the assessment of pupils' work since the last inspection and there are now systems in place to ensure that statutory requirements are met. The systems used are effective in highlighting areas for development, particularly in the core subjects. Analysis is largely undertaken by the assessment co-ordinator; the subject co-ordinators are not yet using the results of national tests to identify for themselves where improvements need to be made. Twice-termly assessments are made in non-core subjects, but this requires further development. At the moment, year group teachers choose the objectives which are to be assessed on an individual basis; because of this *ad hoc* approach the assessments do not give the school information which would allow comparisons to be made from one year to the next.
44. Good records are kept which show the progress of pupils with special educational needs and regular reviews and assessment of targets inform future plans. Individual education plans contain targets that are usually specific and well matched to pupils' ability. The school gives very good support to pupils with special educational needs and makes good use of the support available both within the school and from outside agencies. In class, these pupils often receive sensitive support to enable them to take a full and active part in lessons. For instance, in one Year 6 numeracy lesson where the support assistant, through her support for a small group of pupils, helped them to understand more fully the problem solving process being described by the teacher. Pupils also benefit from the good support of learning support assistants outside the classroom, which is well directed to their needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school's partnership with parents is very good and makes a significant contribution to pupils' learning.
46. Almost all views expressed by parents in the questionnaires returned and at the pre-inspection meeting supported what the school is doing. Parents spoken to during the inspection reinforced the positive statements. All parents say that the school has high expectations and that it helps to make their children become mature and responsible. A very large majority of parents state that their children like school and make good progress; that behaviour is good, teaching is good and that the school is well led and managed, working closely with parents and dealing properly with any questions or problems parents may have. Inspection evidence strongly endorses the positive

views. A small number of parents have concerns about homework and the information provided on how their children are progressing. Inspection judgements are that homework is satisfactory and that progress is well reported.

47. The school very much operates an "open door" policy for parents. There is no ringing of a bell or lining up in the playground at the start of the day and parents are welcome to accompany their children into the classroom where a few words can be exchanged with the teacher. The head teacher and administrative staff also make themselves available to parents at this time and at most other times of the day without the need to make an appointment; many parents are seen to drop into the school during the day with forms, queries, forgotten clothing and are always given a friendly welcome. Appointments are readily made for more formal discussions.
48. The quality of information provided by the school is good. There is a home visit by the staff before children enter the nursery and information packs are provided. All parents have the opportunity to discuss their children's progress with the class teacher at formal meetings in the autumn and spring terms; parents are invited to select a preferred time between 3.15pm and 6pm from any of eight afternoons in a two-week period. Letters are sent out frequently on all aspects of school life and notices of more immediate importance and events are displayed on a window near the entrance. Additional copies of all letters are kept in a folder in the entrance hall so that parents can obtain correspondence that has not reached home. Annual reports on pupils' progress are good. They are written in a friendly informative style, giving a clear description of what the pupil has achieved and how progress can be made in the future in personal development as well as in academic subjects.
49. Parental involvement with the school and with their children's work at home is good. Parents are very quickly consulted if there are concerns about their children's behaviour or progress. Parents and other adults are encouraged to offer to help in school; about 10 do so regularly, mostly with the book share scheme. Their work is well planned by teachers and they are a valuable asset in the learning process. Other parents willingly help as escorts on visits and with other events in the school. There is always much interest in the displays of pupils' work such as the art exhibition and very good support for Family Assemblies and the Christmas concert. Good use is made of the Comment Book that pupils take home each day and reading at home and other homework are well supported.
50. Parents of pupils with special educational needs are kept informed of their children's attainment and progress at regular parents' evenings or when they come into school. When appropriate, they are invited to termly review meetings to discuss their children's progress and future targets. The school tries hard to involve parents in their children's reviews, but does not as a regular feature send home a copy of the targets agreed at these.
51. The "Support Group" plays an important part in the life of the school. A variety of events are organised by a small, hard working, informal group of staff and parents. Although fund raising is the main aim, all the events have a social element and most involve the pupils. A considerable amount of money is raised each year and has been used for such purposes as the purchase of computers, small cookers, playtime equipment and the subsidising of school trips. At present funds are being accumulated for the construction of large playground equipment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher provides strong leadership and has a clear vision for the future of the school. Although a number of its members are relatively new, the governing body gives good support to the school, carries out its responsibilities effectively and is very committed to raising standards.
53. At the time of the last inspection, the management of the school was found to be unsatisfactory and the school was found to have serious weaknesses. The headteacher, governors and all staff have worked hard to address the weaknesses identified and improvement since the last inspection has been good. All statutory requirements are now met. The curriculum of the school now provides a good range and quality of learning opportunities. The school has substantially raised the standard of teaching. During this inspection, no teaching was seen that was less than satisfactory and overall teaching standards are now good. The role and responsibilities of subject co-ordinators are now more clearly established and co-ordinators are developing their monitoring of the curriculum and of teaching and learning. The effectiveness of the school's development planning has improved considerably. There is a comprehensive plan that is prioritised, costed,

timed, has measurable criteria, gives direction for the school's improvement and effectively communicates the long term vision.

54. The very good leadership and management of the headteacher have played a crucial role in the school's improvements since the last inspection. She realises that not all areas have developed as well as desired, but the school's development plan has designated these areas as priorities for further improvement. She is committed not only to raising academic standards but to meeting all the school's aims. The school's success in these is evident in the very good relationships that exist within the school and in the very good attitudes to learning that pupils show. The headteacher, governors and staff share a high commitment to improvement and the good teaching and attitudes of all involved with the school show that there is a very good capacity to succeed.
55. The headteacher very strongly promotes the care and development of all pupils and the school is especially effective in its work with pupils who have special educational needs. Pupils with special educational needs are very well catered for in terms of staff support and are totally integrated into all aspects of school life. The school implements its inclusion policy thoroughly and all pupils have appropriate opportunities in each area of learning. The management of special educational needs is carried out very well by the headteacher. There is accurate identification of pupils' needs and she carries out the monitoring of pupils' progress very conscientiously and efficiently. Pupils are effectively supported and taught by good quality learning support staff.
56. Although a high proportion of the teaching staff are quite new to the school, there is a real sense of teamwork throughout most of the school. The work of learning support assistants is enhanced by the fact that they feel they are valued members of staff.
57. The headteacher and senior management team work well together. They, along with subject co-ordinators, are establishing monitoring and development procedures that are promoting the improvement of standards and more effective teaching and learning. The direct monitoring of teaching has been carried out mainly by the headteacher and literacy and numeracy co-ordinators. The school intends to extend this opportunity to other subject co-ordinators from September when an additional teacher has been employed in order that the deputy headteacher can be released from class responsibilities and free to provide cover when necessary. The monitoring of teachers' planning and pupils' work is mostly effective, but does not always identify where the work has not been matched closely enough to the individual needs of the pupils concerned. The school uses assessment data to help guide future improvements and raise standards. However, at the present time, core subject co-ordinators are not fully involved in the analysis of data and the subsequent actions taken.
58. The school has satisfactorily implemented its performance management procedures and targets for all teachers and the headteacher have been set. The headteacher's targets are reviewed every term by the governing body and other teaching staff will have an interim review during the autumn term 2001. The school has decided to complete the first cycle of staff performance management during the summer term 2002, so that subsequent cycles will run within their academic year strategic planning.
59. The governing body fulfils its responsibilities well. There are appropriate committees that meet and report back to the full governing body. Governors show a strong commitment to these committees and the work they do and the committees, in particular that dealing with premises matters, command an enthusiastic approach among their members. Governors have a good awareness of the school's strengths and weaknesses and the school's overall management is strengthened by the good working relationship they have established with the headteacher. Governors question and probe before making decisions and participate fully in the management of the school. The governing body provides good support for the work of the school and individual members visit the school as often as they can. This enables them to directly monitor developments, which they report back to the school and the full governing body. The governors also monitor developments and improvements through their consideration of reports from the headteacher and staff. They consider appropriate data that enable them to compare the school's results with similar schools.

60. The school's development and improvement plans are effective and useful documents. They are sufficiently detailed and set realistic and appropriate priorities. They are closely linked to budget planning and provide both long and short-term views of future developments. The plans show clear objectives, identify the person responsible for monitoring, give relevant success criteria for evaluation and set a clear time scale for completion.
61. The school's finances are very well managed and checked quarterly by external advisers, who also produce a full report annually for governors. The school also makes good use of external financial advice in their preparation of strategic financial forecasts. The governing body ensures that it is well prepared when making financial decisions and all elements of development planning are costed effectively. The headteacher and governors are very aware of the need to provide a high standard of educational provision and finances are properly targeted to improving standards throughout the school. The spending of specific grants is also subject to the same rigorous checks. The governing body is careful to obtain good value for money from spending decisions and clear criteria are used when asking for tenders and awarding contracts. The school's internal financial controls and office administration are very good. The schools administrator is very efficient and ensures that financial transactions are carefully carried out and checked.
62. There are a good number of teachers and support staff to meet the demands of the curriculum. Most of the teachers have been at the school for less than two years and the average teaching experience is relatively low. Although there is currently a problem with long term absence, the staff have blended into a dedicated team with the common aim of raising standards. Teachers are suitably qualified and have appropriate knowledge and expertise. The teachers are very well supported by a high number of Education Care Officers, several of whom have nationally recognised qualifications. The administrative and caretaking staff contribute greatly to the smooth running of the school. The good quality of teaching and support is enhanced by attendance at a wide range of courses, both within school and externally, and there is a continuing commitment to professional development.
63. The accommodation is poor and adversely affects pupils' learning. Many of the teaching areas are too small and the necessary alterations to the original open plan design to provide more discrete classrooms have resulted in some rooms having little direct natural light. Most classrooms can be reached only by walking through another classroom. In the worst case, it is necessary to go through two other teaching areas with the consequent distraction of pupils' attention. One class is crammed into the small dining room that has to be vacated early before lunch. Small group teaching has to be done in corners in the conservatory or in the entrance hall. In the hot weather experienced during the inspection, conditions in most of the classrooms and in the conservatory were extremely uncomfortable.
64. The playgrounds and grassed areas are spacious and there are plans to enhance these facilities further by the erection of some large equipment and the development of the quiet area. The interior of the building is enlivened by very attractive displays of pupils' work and special themes. The accommodation is kept in a very good state of cleanliness and repair by the caretaker and his cleaning assistant.
65. The provision of learning resources is satisfactory, overall, with good provision being made for art. This is an improvement since the last inspection. The library is stocked with a satisfactory range and quantity of books and is well catalogued. Resources are stored satisfactorily and their use is appropriately controlled.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. Fairmeadows Foundation Primary school has made significant improvements in all areas over the last four years. Many of the areas highlighted for further development have already been identified by the school in its improvement plan. However, in order to raise standards further the headteacher, governors and staff should :

a. raise standards in English in Years 3-6 by:

- implementing the additional literacy support as soon as possible;
- analysing the results of national tests more closely and identifying specific areas for improvement.

(Paragraphs: 2, 3, 43, 56, 89, 94)

b. raise standards in information and communication technology (ICT) by:

- ensuring that equipment is provided to ensure that all areas of the curriculum can be adequately covered;
- taking steps to build the use of ICT into all subjects;
- providing enough appropriate software to enable the above requirements to be addressed.

(Paragraphs: 5, 8, 104, 108, 114, 118, 130-133, 142)

c. ensure that tasks are more closely matched to the specific needs of all pupils by:

- using marking and assessment more effectively to identify areas for improvement and need;
- monitoring weekly planning more closely to ensure that the needs of individual pupils are being specifically targeted;

(Paragraphs: 22, 43, 56, 95, 102, 107, 114, 128)

d. work with the appropriate authorities to plan ways in which the accommodation can be adapted in order to provide an environment in which pupils and staff can work comfortably regardless of the weather.

(Paragraphs: 62, 114)

In addition to the above, the headteacher, governors and staff should also consider the following minor issue:

- Improve assessment systems so that they are more useful on a longer term basis by:
 - fully involving the subject co-ordinators in the analysis of data and the actions to be taken;
 - making assessments in the foundation subjects more consistent and specific.

(Paragraphs: 94, 114, 118, 124, 129)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	60	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	35	219
Number of full-time pupils known to be eligible for free school meals		45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register	5	66

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	4.1
National comparative data	5.2

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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	12	11
	Girls	16	16	16
	Total	25	28	27
Percentage of pupils at NC level 2 or above	School	78 (84)	88 (100)	84 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	16	16	16
	Total	27	27	29
Percentage of pupils at NC level 2 or above	School	84 (100)	84 (100)	91 (84)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	20	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	15	17
	Girls	9	9	11
	Total	20	24	28
Percentage of pupils at NC level 4 or above	School	58 (77)	73 (68)	94 (86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	15	17
	Girls	9	9	11
	Total	20	24	28
Percentage of pupils at NC level 4 or above	School	61 (64)	73 (73)	85 (64)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	183
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	24.4
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	141

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	76

Total number of education support staff	6
Total aggregate hours worked per week	85

Number of pupils per FTE adult	8.4
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	513281
Total expenditure	504589
Expenditure per pupil	1734
Balance brought forward from previous year	49179
Balance carried forward to next year	57871

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	154
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	41	2	0	2
My child is making good progress in school.	49	45	4	2	0
Behaviour in the school is good.	55	39	6	0	0
My child gets the right amount of work to do at home.	29	53	12	2	4
The teaching is good.	55	43	2	0	0
I am kept well informed about how my child is getting on.	47	41	8	2	2
I would feel comfortable about approaching the school with questions or a problem.	65	33	2	0	0
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	33	65	0	2	9
The school is well led and managed.	53	43	0	0	4
The school is helping my child become mature and responsible.	53	47	0	0	0
The school provides an interesting range of activities outside lessons.	31	47	6	0	16

Other issues raised by parents

No other issues were raised by parents.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. Since the last inspection, the school has made significant improvements in the provision of education for children in the reception and nursery classes. Children enter the nursery when they are three. On entry, children's attainment is below that expected nationally. However, they make good progress and reach an appropriate stage within the Early Learning Goals by the time they transfer into the reception class.
68. Children with birthdays in the Autumn and Spring terms enter the reception class in September and children born in the Summer term enter in January. All those who work with children under five and in the Infants classes work co-operatively to ensure a smooth transition. Regular written reports are given to parents after the first term, in the term during which each child attains her or his fourth birthday and on transfer to the reception class.
69. The reception classroom has very limited space and this severely restricts the activities and style of working the teacher can employ. However, both staff and children work extremely well to combat this difficulty and careful organisation and management minimise the problems. Teaching throughout the foundation stage is good and the introduction of the Early Years curriculum has been well implemented.

Personal, social and emotional development

70. The personal and social development of children under five is good and this prepares them well for the rest of their school life. Attainment is higher than that normally expected of children by the age of 5. This is because expectations are made clear to children from the moment they enter the nursery. In the reception class, children's contributions are encouraged and valued by staff and by other children in the school. Children are friendly and forthcoming to classroom visitors and are keen to engage them in what is going on; they love to share books and experiences.
71. In the nursery class, children involved in a weighing activity worked together co-operatively; they were also given opportunities to work alone when they wished to. In whole class situations, children sometimes forget that they should put up their hands instead of calling out, but this is usually through exuberance and a sense of excitement and enthusiasm and even the youngest children are learning classroom routines and conventions.
72. The quality of teaching in this area of learning is consistently good. In both classes, teachers and support staff provide good role models. Every opportunity is used to reinforce this aspect of children's learning, whether it is planned or spontaneous. When the children enter the school, teachers' planning ensures that there are appropriate activities and opportunities for the children to gain confidence and develop the necessary skills. Teachers have high expectations of the children's behaviour and attitudes and ensure that the children are aware of these expectations, at the same time providing a warm and caring atmosphere, where they can develop their self-esteem and confidence.

Communication, language and literacy

73. Staff ensure that children have opportunities for talking; they are confident speakers and are beginning to develop the art of listening. By the age of five, children can give simple explanations of what they are doing. In the morning break, whilst children are sitting around tables having a drink, they talk companionably together about what they have done at home.
74. Children in both classes enjoy books and are very keen to share them with visitors. They are enthusiastic about reading and hearing stories. Children in the nursery are learning how to use a text and are developing early reading skills: they know that text carries meaning. In the reception class, children are confident in the recognition of sounds and rhymes. Lower attaining children use pictures to retell stories with some accuracy. Higher attaining children understand that the print represents words which have meaning and some are beginning to read.

75. Children are engaged in a variety of writing activities and receive appropriate support. There is a wide ability range in both classes, but all are encouraged to try to write independently. In the nursery class, a mark-making area is always available and children are encouraged to 'write' particularly about their current topic on transport and holidays. In the reception class, some children can form recognisable letters correctly and in a controlled way and can sequence a story. Children make good progress. For example, a pupil who in February was still mark making and whose letters were unrecognisable, could form many letters successfully and recognisably by June. Some children are writing words independently. Standards of reading are slightly in advance of those expected of most five-year-olds and standards of writing meet the expected standard. Overall, children meet the requirements of the Early Learning Goals and this represents good progress.
76. The quality of teaching is good. The teachers show that they have a good understanding of the needs of the children and use stimulating strategies to motivate and arouse their interest. Every opportunity is used to develop language and literacy skills. Good use is made of continuous assessment so that learning opportunities are well matched to individual needs. The quality of support that learning assistants provide is very good. They are well prepared and know the children well.

Mathematical development

77. By the age of five, attainment is typical of that of most children of this age. In the nursery class many but not all children can match shapes to their two-dimensional plans. A significant number can recognise numbers to five and know when a child is holding his number card upside down. Children understand and use the term "balance". Learning is consolidated through play and children acquire mathematical skills without realising it and enjoy learning. In the Reception class children can count to ten, and some beyond this. They recognise simple two-dimensional shapes and can use mathematical language correctly. They confidently refer to *more, less, bigger, smaller, under* and *over*.
78. Teachers plan a wide range of opportunities for children to use mathematics, including counting songs. This ensures that pupils make satisfactory progress during their time in the nursery and reception classes. Teachers also use many informal opportunities to count with pupils. This reinforces what they have learnt in lessons.
79. The quality of teaching is consistently good. Teachers make good use of a range of strategies and resources to stimulate the imagination, motivate the children and provide a good grounding in basic numeracy skills. The quality of learning is good. The children are keen to complete their activities, show enthusiasm for their learning and maintain good levels of concentration. This is mainly due to the good teaching they receive, the high expectations of the teachers and the stimulating way in which they are taught.

Knowledge and understanding of the world

80. During their time in the nursery and reception classes, children develop many of the basic skills that help them to learn about the world in which they live and which provide a good basis for future learning. Children have opportunities for finding out for themselves and are encouraged to make predictions. In the nursery, sand and water play reflect the current topic of transport and holidays. Children discover the properties of wet and dry sand. They learn about road safety when propelling wheeled vehicles outside and discuss where they go for their own holidays. They talk about the features of their destinations and the method of travelling there. In the reception class this experience is extended. The role play area has become a travel agency and children buy tickets, choose their destinations and find where they are going on a map. They make boats and learn to choose and use tools appropriately. Children have clear ideas about how they want their boats to look and the materials are going to use, for example, for attaching the sails. By the time they leave the reception class, the majority of children are achieving what is expected of them in the Early Learning Goals.
81. Teaching is good and interesting and stimulating activities are provided for the children, building on their own experiences. All staff show a good knowledge of the requirements for teaching children of this age and respond to their eagerness and interest by providing a range of tasks;

some are teacher-directed, but others allow the pupils to investigate and discover freely for themselves.

Physical development

82. In the nursery class, children learn to handle scissors with confidence and hold a pencil correctly. They have a small outside area where they can run and play and develop their co-ordination by riding big-wheeled toys. Cutting, sticking and using play dough all help children to develop their finer manipulative skills.
83. In the reception class children are beginning to develop skills in using small apparatus such as various size balls, Frisbees and skipping ropes. Children run and use equipment confidently, with varying degrees of control. They are more adept at some activities than others. For example, many find it difficult to jump and turn the skipping rope at the same time. Children get changed quickly and without fuss; most are able to dress themselves without help. Overall, their attainment is slightly below that normally expected, but they are making good progress.
84. Teaching in this area is good. Teachers have high expectations for both achievement and behaviour. Lessons take place in a safe and secure atmosphere because class management is good. Teachers provide explicit guidance, but provide good learning opportunities so that the children can explore movement and creativity with imagination and control. Teachers ensure that pupils have opportunities to engage in physical activities, although this is restricted in the reception area because of a shortage of space. The staff do well to make up for this by ensuring that children make full use of the playhouse in the conservatory area and in the area immediately outside the classroom. Support staff are used effectively and this contributes much to the children's progress. The teacher plans a series of activities which provide a physical challenge for all children. She works with one group intensively, a support assistant works with another and a parent helper supports a third group.

Creative development

85. Teachers plan a range of interesting activities for children in both classes. By the time they leave the reception class, children's creative development is in line with the Early Learning Goals. When designing and making boats pupils are able to talk about their preferences and ideas.
86. Children's work is valued by staff and their achievements are celebrated. Standards in this aspect are good and teachers' expectations are high. In acts of collective worship, reception pupils join in the singing with enthusiasm and when they do not know the words to the verses they sing the chorus. In collective worship they benefit by sitting in amongst the older children who help them. Children under five have contributed to the school's art exhibition by making colourful and cheerful collage fishes which illustrate their growing creative skills.
87. There are opportunities for children in the reception class to be involved in role-play. They enjoy this and play the parts of customer or salesperson well in their travel agency. This is integrated well into work carried out in the classroom.
88. The quality of teaching is good. Teachers ensure that the children are presented with a wide range of opportunities to explore painting, cutting, sticking and gluing. The scope for these activities is severely limited by the constrictions of space in the reception class. All this is carefully linked to what is happening in other areas of the curriculum. All activities are carefully planned so that the children know what is expected of them. Classroom support is efficiently used to provide direction and help.

ENGLISH

89. Standards achieved in the national tests and assessments for 11 year olds in 2000 were well below both the national average and that of similar schools. Pupils of seven years of age achieved results in reading tests that were in line with the national average and that of similar schools. In writing they achieved results that were above both the national average and that of schools of a similar kind. The percentage of pupils of seven years of age reaching the higher levels of attainment in reading was above average and in writing it was well above average. However, inspection evidence strongly indicates that the attainment of pupils at age eleven is in line with that expected in their classwork. The pupils are unlikely to meet the targets that have been set by the school and local authority because they do not reflect the abilities of the pupils in

the current Year 6, over forty per cent of whom are on the register of special educational needs. The discrepancy between test results and what is observed in lessons and in pupils' work can be explained by the impact of the literacy hour. This is helping pupils to produce work of good quality, but has not been in place for long enough to have had an impact on all aspects of literacy for pupils in Years 5 and 6. However, a weakness, which has been identified by the school, is the school's inability to implement the additional literacy support because of difficulties with staffing. This has now been resolved and the additional support is due to begin in September. Inspection evidence indicates that there has been a significant overall improvement in reading and writing since the last inspection.

90. Pupils in Years 1 and 2 are beginning to listen carefully and nearly all remember to put up their hands before speaking. Through teachers' ability to pose focused and open questions they are beginning to talk at some length about their work and the books they read. By Year 6, the pupils are confident speakers and they have a range of opportunities to allow them to develop this skill both in and out of lessons. For example, they made contributions confidently in the collective act of worship and listened attentively to their peers. Discussion skills are encouraged by the teachers' ability to ask open questions and through carefully planned lessons. For example, a Year 4 discussion on giving advice produced some thoughtful comments and well-thought-out answers to pertinent questions. The sessions at the end of the literacy hour and other lessons enable pupils to talk about their work and teachers frequently introduce new vocabulary in a relaxed way. The introduction of French into the curriculum has helped to hone the pupils' speaking and listening skills and has given them added confidence.
91. Standards in reading are above average at the end of Year 2. Pupils enjoy books and are keen to talk about them whatever their ability. There is a very wide ability range and there are some very fluent readers at one end of the spectrum and others who have difficulty with simple, single syllable words at the other end. Pupils who experience difficulties in reading receive appropriate support. Almost all of the pupils in the inspection sample showed real enjoyment of books and were very enthusiastic to read and to talk about their reading. Older pupils were knowledgeable about books and authors and could give very clear reasons why they enjoyed a particular author or book. A pupil in Year 6 says she chose her book because the title sounded exciting; another pupil in the same year group was adept at extracting implicit information from his book. Younger pupils in Year 3 are beginning to use dictionaries effectively, although a few still struggle with alphabetical order. A Year 3 pupil struggled to find a way around the dictionary but others did so easily. A reading scheme has been introduced which runs through the school from the Reception classes to Year 6 and this has provided a more structured approach to the teaching of reading. There is now a library which is used regularly by pupils and is a valuable resource for them.
92. Pupils' skills in writing have improved since the last inspection and pupils in Years 3 to 6 are given opportunities to develop their extended writing skills outside of the literacy hour. This has had a positive effect on standards. In Year 6, pupils are capable of writing well planned and structured stories containing interesting and evocative imagery. For example, a higher attaining pupil wrote about a tree in winter " ...the branches which had once been dressed in leaves now wore their winter coats of white." Pupils have the opportunity to write for a wide range of audiences and purposes and this helps develop their writing skills further. Pupils in Years 1 and 2 make good progress and learn efficiently. They extend their vocabulary and use more interesting words such as "peaceful" and "restful" in their descriptions. Handwriting and the presentation of work are generally of a good quality. From an early age, pupils are taught to form letters correctly and they have good opportunities to practise their skills. Most pupils make good progress over the year with their handwriting.
93. The National Literacy Strategy has been implemented successfully and has had a positive effect on standards of literacy in the school. Most teachers have good subject knowledge of the various elements and create an effective learning environment. Assessment is used to set individual targets. Pupils' progress is tracked well.
94. The quality of teaching is good and has a positive effect on standards. The way in which staff now interact with pupils, their very good questioning skills and improved planning are already having an effect on the quality of learning. The standard of teaching is good throughout the school; 50 per cent of lessons seen were good or better and the rest were satisfactory. Teachers have very good knowledge of pupils' abilities and use this effectively to inform their planning on a day-to-day basis. In the very good lessons, work is planned to be challenging and builds on pupils' previous

learning, which raises attainment and accelerates progress. Very good use is made of question and answer sessions to develop pupils' speaking and listening skills, skilfully adapting questions, so that pupils of all levels of ability can succeed and respond. The teachers' enthusiasm for English is conveyed to the pupils. There is a lively pace and challenging work for higher attaining pupils. The standard of marking varies. Work is usually marked and supportive comments are commonly written. However, only occasionally is there a pertinent comment that suggests to pupils the ways in which they could further improve their work. Pupils with special educational needs receive extra support from the classroom support assistants. This helps create effective learning opportunities for these pupils and makes a real contribution to their progress.

95. Literacy skills are nurtured and used across the curriculum to good effect. For example, in a Year 2 history lesson, a pupil sitting in the "hot seat" as a Viking woman was asked to describe how she felt when her husband went off to fight. In Year 5, pupils kept a diary of their water use and in a geography lesson, Year 4 pupils were formulating their own questions to enable them to find out things they still wanted to know about other countries.
96. English is efficiently managed and many improvements have been made since the last inspection. Targets are set for all pupils. These are displayed in the classrooms and referred to regularly. Pupils, when questioned, know what their individual targets are; the school ran a family literacy project in 1999 and this proved to be a good way of involving parents in their children's education. The co-ordinator is involved in monitoring the subject through planning, the assessment of pupils' work and observing in classrooms, the latter to ensure curriculum coverage; the headteacher monitors the quality of teaching. Extra-curricular opportunities for pupils enhance the provision. These include a drama club, theatre visits as well as visiting theatre groups, a visiting poet and opportunities for pupils to be involved in writing workshops.

MATHEMATICS

97. Standards in mathematics at ages seven and eleven are in line with the national average and, by the time pupils leave the school at age eleven, they have made good progress since starting school. The most recently published national test results (2000) show that attainment at both key stages is close to the national average. When compared to the test results of similar schools, pupils in Year 2 achieved average levels and pupils in Year 6 achieved just below average levels. However, these older pupils have made very good progress since they were in Year 2. When consideration is given to the well above average number of pupils with special educational needs who took the tests, the results are good. Standards of attainment have risen at both key stages since 1996. There are no significant differences in the achievements of girls and boys and the overall progress of pupils, including those with special educational needs, is good.
98. By age seven, pupils can work out simple problems involving number operations and money. They understand place value to a hundred and more able pupils are beginning confidently to carry out calculations using these numbers. Pupils are aware that there are different methods for calculating subtraction problems, such as the 'adding on' method. They understand simple fractions and can use them when dividing shapes or sharing numbers. When considering shapes, they know the names and simple properties of a range of two and three-dimensional shapes. In Year 1, pupils are challenged by their work on symmetry and they understand the basic concept of reflective symmetry. They estimate and measure, using non-standard and standard units. Pupils collect data and can form various pictorial representations, such as pictographs and block graphs. In Year 2, pupils begin to understand why graphical representations are used to communicate information. They also use their measuring skills in science when they measure accurately how far they can jump as part of a fair test.
99. By age eleven, pupils calculate and solve problems involving decimals to two places. They know the relationship between fractions, decimals and percentages, although some pupils are confused by the relationship of smaller percentages, less than ten percent, to their decimal equivalent. Higher attaining pupils confidently calculate percentages of different amounts, using different strategies such as equivalent fractions and calculator methods. Pupils work with co-ordinates in all four quadrants and know about reflective and rotational symmetry. They can measure in various standard measurements and use these skills to solve problems. More able pupils use a formula to calculate the circumference of a circle, given its radius or diameter. In their data handling work pupils collect information and communicate it, using different kinds of graphical representation. These skills are used in other subjects such as science when recording the results

of investigations. Pupils interpret the information they have collected, but this is too often limited to only literal interpretation. Too little use is made of computer-based facilities for this and other mathematical work.

100. In Year 5, pupils know about the mode and range of data. In Year 6 they know of other measures such as the median and mean, which they can calculate. In Year 5, pupils calculate, using numbers over one thousand and have begun to understand the use of brackets in calculations. They know the names of different types of angles and can plot co-ordinates in the first quadrant. In Year 6, pupils calculate angles in a triangle and can work with co-ordinates in all four quadrants. In Year 4, pupils solve numerical calculations that are set within written problems, but a significant number of pupils are unsure of what number operations are required in order to solve the problems. They know that fractions and decimals can be ways of expressing the same quantities, but less able pupils show in their work, on this and other topics, that they have a basic lack of understanding of some number concepts. In Year 3, pupils add two digit numbers, but only the more able are confident when carrying out this process mentally. There are currently too few opportunities to develop problem solving and investigational skills across both key stages. This has already been identified by the subject co-ordinator and is one of the areas that the school will be emphasising.
101. The quality of teaching has improved well since the school's last inspection and teaching standards are now good, overall. The use of time and resources has improved and is now good and the use of homework, which was unsatisfactory, is now satisfactory.
102. Teachers are implementing the structures of the national numeracy strategy well. This structure, which has mental strategies as one of its emphases, has helped to raise standards in this area. The quality of teaching across the school is good and, consequently, pupils often make good progress in their learning. No teaching seen during the inspection was less than satisfactory and at both key stages there is some very good teaching. Teachers show in their use of language, explanations and careful questioning that they have a good knowledge and understanding of mathematics. For instance, in a Year 4 lesson, the teacher continually stressed important number concepts and the use of strategies and estimation in pupils' work. Teachers' expectations of their pupils were good in the lessons observed. However, some pupils' work indicates that there is sometimes a need to match work more accurately to pupils' abilities.
103. At both key stages, teachers' management and discipline of pupils are very good. Pupils respond positively to this, show very good attitudes to their work and their behaviour is very good. This means that pupils' learning is enhanced because they are more attentive to what they are being taught and the tasks they have to complete. Teachers give high levels of deserved praise that encourages learning and raises pupils' self esteem. In very good lessons the pace of learning is brisk and pupils are kept actively engaged in appropriately challenging and stimulating tasks. In these lessons key mathematical concepts are emphasised, explained and frequently referred to.
104. The mathematics co-ordinator, who presents a very good teaching model, is committed to the continued improvement of pupils' attainment in mathematics. She is aware of the need to monitor closely the match of work to pupils' ability and the need to extend the use of ICT across the curriculum. Her analysis of assessment data and subsequent action planning is another important area that she has appropriately identified for further development

SCIENCE

105. In the teacher assessments for science last summer, attainment by pupils at the end of Year 2 was above the national average and that of similar schools for the expected level 2 and the higher level 3. Pupils in the current Year 2 are achieving standards above the national average. Their work shows they have covered a range of work at an appropriate level and have learned basic skills. For example, they have learned about the habitats of a number of creatures and investigated the difference between a range of environments. They show they understand the forces required to hit a ball or play on a swing. They record their work in a number of ways and the work is clearly matched to the needs of individual pupils.
106. At the end of Year 6, in the 2000 national tests, the percentage of pupils attaining the national average (level 4) was above average, as was that of pupils attaining the higher level 5. The results were above average, overall, nationally and when compared with similar schools.

Evidence from work seen during the inspection shows that standards of attainment are generally above the national average, with nearly all pupils showing a thorough understanding of the work covered and developing good investigative and enquiry skills.

107. In their current work about life and living things, Year 4 pupils develop an understanding of how to use keys to identify a range of plants and animals. The pupils learn very effectively, because work is planned at a level to match their needs and extension work is built into the tasks set. Year 5 pupils investigate the parts of a flower and in doing so take one apart. This is a good activity, but, although work sheets were provided at different levels, that for some lower attaining pupils was too difficult as they could not read it. In an examination of work carried out by pupils in Year 6, the pupils show they have a good understanding of how to set up a fair test when investigating gravity and upthrust. They understand the difference between force and weight and the difference between measuring in newtons and kilos. They use appropriate terminology, make and record their measurements sensibly and accurately and understand the importance and reasoning for fair testing. They respond very positively to the task and contribute willingly to class discussion. Pupils with special educational needs make good progress in relation to their prior attainment, as do higher attaining pupils.
108. The quality of teaching is good throughout the school. Most teachers have a good knowledge of the subject. Effective questioning and clear explanations enable pupils to understand new ideas and learn new scientific vocabulary. For example, pupils in Year 5 were involved in investigating the parts of a flower and learning their names and functions. Teachers give helpful demonstrations to illustrate different concepts. For example, in a Year 2 lesson, pupils were shown how to conduct a fair test when establishing whether pupils with the longest legs would jump the furthest. Good use is made of resources to demonstrate principles clearly and older pupils are given the opportunity to organise their own experiments. Literacy and numeracy are taught effectively in science lessons, but ICT is insufficiently used. Pupils are encouraged to take measurements accurately and present their findings, using a range of tables and graphs. Pupils are enthusiastic about science. They work hard, co-operate during investigations and behave very sensibly. For example, Year 2 pupils excitedly predicted who they thought would be able to jump the furthest, but were patient in awaiting their turn and careful in making their measurements.
109. The subject is managed efficiently. The curriculum has been reviewed in the light of new national guidance. The subject leader has produced detailed and useful guidance for the teachers.

ART AND DESIGN

110. At the time of the last inspection, pupils' attainment in art was below average and they made unsatisfactory progress. There have been significant improvements and standards are now well in line with what is expected at the end of Years 2 and 6 and, in some elements, work is above average.
111. Pupils make good progress in their skills and understanding of art and design. They successfully learn a wide range of techniques and incorporate this knowledge into imaginative, lively and vibrant work. Younger pupils have been exploring collage techniques and bright colourful fishes adorn the hall. There are very good cross-curricular links and these serve to re-inforce and enhance pupils' work in many curriculum areas. Year 1 pupils experiment with clay to create their own heads. They discover that it is better to mould features rather than try and stick bits of clay together. Year 5 pupils have used pastels for their landscapes, seascapes and dunescapes before going on to try and achieve similar effects through sewing. They show a good understanding of how to gain the best effects from the media used, and they select different threads and enjoy experimenting with different stitches and patterns.
112. Pupils make good progress in understanding the work of other artists and have looked at art from a range of cultures. For example, pupils in Year 4 have studied work from Australia, India and Japan. They have tried to reproduce the techniques and atmosphere in their own works through the use of paint and collage. These are imaginative and show a developing creativity. Three-dimensional work is also explored. Pupils in Year 2 have created a huge Viking longboat, which links with their history topic. All pupils have been involved in this vast project which has been part of the school's art exhibition. They have used a range of materials and created a range of effects through their inventive use of those available. Pupils in Year 6 have made papier mache cat masks and finished them, using a variety of materials for their leaving assembly. They have been

creative and original, discussing amongst themselves and with their teacher the best way of creating something original. An inventive use of fur makes a seriously 'cool' cat with a 'mohican'. They successfully design and plan their masks before making them in their sketch books which are well used throughout the school.

113. Although only three lessons were observed during the inspection, it is evident from the quality of pupils' work around the school that teaching is good. Planning is thorough and the school has a wide range of appropriate resources. In one lesson observed, the teachers thoroughly discussed the subject of their work with the pupils who were evaluating the work in the art exhibition in the hall. They were learning how to evaluate work constructively. Good pertinent questions from their teacher helped them explore their ideas and comments and they became more adept at providing constructive criticism rather than just saying 'make it better'. Teaching allows for pupils' skills to develop systematically and inspires pupils to work with enthusiasm and confidence at challenging tasks. Pupils learn effectively, because they are encouraged to question and experiment for themselves. The expectations of the quality of work and behaviour are high. Pupils are keen, inquisitive and enthusiastic. They share materials and ideas eagerly. They work very well within the constraints put upon them by the accommodation and at all times are sensible and behave well.
114. The co-ordinator was absent from school during the inspection, but the subject was being managed very competently by another member of staff. This temporary co-ordinator has a very clear view as to how the teaching of art should be developed throughout the school and has helped considerably increase the scope of art and design since the previous inspection. Insufficient use is made of ICT to research the work of artists and experiment with appropriate painting programs. The current assessment procedures are too informal, although the school has already identified this as an area for improvement. Good guidelines have already been introduced and the schemes of work are based on nationally approved documents. The teaching of art is hampered by the lack of space in many classrooms. The teachers cope with the inadequacy very well, but it makes basic tasks difficult.

DESIGN AND TECHNOLOGY

115. Standards are in line with those expected at the end of Years 2 and 6, with some above average work seen in some classes. The school has substantially improved the standards indicated in the previous report. Many pupils, including those with special educational needs, achieve well. Pupils creatively apply appropriate knowledge and skills and they succeed in making good quality products from a range of materials and components.
116. Pupils of all ages are involved in a wide range of activities, which enable them to acquire a wide range of skills and techniques and to develop their knowledge of mechanisms, patterns and structures. As they progress through the school, pupils have opportunities to develop their skills, using a wide range of materials, such as textiles, wood, plastic and paper. Year 1 pupils, as part of a mathematics project have designed and made '3-D Freddie': they have designed and created their own recipes for fruit salad and evaluated the success of their own concoctions. By the age of seven, pupils have learnt how to look at the workings of models, begun to be able to evaluate effectively and experiment with a range of objects with moving parts to see how they work. Older pupils in Year 5 have continued the food technology theme and advanced to making bread. They have carried out an analysis of different types of bread - for example tortilla, rye, soda, fruit loaf - tasted them, smelled them and examined them for texture and written up their evaluations. They then went on to design bread rolls for a child's birthday party. They considered, the shape, size and whether they would be fun to eat. They created thoughtful, fun yet practical designs, which would appeal to a child. They drew their designs, labelling all materials to be used - for example, a teddy roll with sunflower seed claws and dried fruit for eyes. The principle of designing something original yet practical is one which is re-inforced throughout teaching. It was seen in the case of Year 6 pupils who designed and produced original and attractive slippers, using a range of appropriate materials.
117. Although only a small amount of teaching was seen, this was good and pupils responded very well. For example, Year 4 pupils were at the making stage of a card with a pop up or sliding mechanism. They had first designed the card in their sketch books detailing exactly how the mechanism would work. The well-planned teaching involved much discussion and this effectively helped pupils generate ideas and learn about the processes involved. Pupils in Year 6 were

similarly keen and productive after very good provision by their teacher. They were designing and making shelters, having investigated a number of different kinds. The whole design and making process was carried out to a high standard. The designs were well thought out, measurements exact and pupils effectively made their shelters from their plans. They handle tools sensibly, measure carefully and evaluate their skills and the results of their work as they go along. Progress is recorded well in their sketch books.

118. The co-ordinator leads the subject well. Her enthusiasm and dedication are evident. There is a good policy and scheme of work and assessment is being developed. She recently entered the school for a competition organised by a local motor manufacturer. The pupils had the task of designing and building a bridge with each taking a given role. The pupils won the design award. Resources are good, but ICT is used insufficiently to underpin pupils' designs.

GEOGRAPHY

119. Only two lessons were seen in geography during the inspection period, but evidence was gained from examining pupils' work, talking to pupils and teachers and from looking at teachers planning. The evidence gathered indicates that standards are in line with national expectations.
120. By the time pupils leave the school, they can compare and contrast other localities with their own. They know about physical features such as the formation of river systems and about processes such as the water cycle. Pupils know how to use different types of maps and are becoming familiar with co-ordinates. Literacy skills are enhanced through work on geographical issues that involve written and spoken input. To help pupils in their work, teachers make good use of visits to the local area and the residential visits to Paris by Year 6 pupils.
121. In Year 1, pupils follow the journeys of their bear, 'Barnaby', as he travels around the country and abroad sending back postcards. They follow up his postcards by studying the places he has been to and finding his destinations on maps. From this work pupils know something of the location and features of different contrasting localities. They know about features such as homes and can compare different homes such as our houses and wigwams. Year 2 pupils know about contrasting localities such as the Isle of Struay and know about the transport there. They begin to develop their knowledge of different climates around the world and they carry out a survey of holiday destinations. Pupils can read simple map co-ordinates and find physical features on imaginary island maps.
122. In Year 4, pupils know more about countries that are further afield, such as India and Japan. They begin to study environmental issues and know about pollution sources, such as litter and noise. Year 5 pupils know about map keys and the seaside physical features of beaches, cliffs and erosion. Pupils in Year 6 read ordnance survey maps and sketch enlargements of parts of a map to show more detail. They know about the water cycle and can carry out an experiment to show the rate of water evaporation from a puddle. They know about physical features, such as mountains and rivers and can trace the formation of a river from its source to the sea.
123. Teaching in the two lessons seen was at least satisfactory. Clear learning objectives had been set for the lessons and pupils worked well on tasks that were appropriate to their needs. Teachers' management of pupils was good and pupils responded well by being attentive and well behaved. These factors were important in helping pupils' learning to progress.
124. The geography co-ordinator is developing planning in her subject to take account of recent National Curriculum changes and also intends to examine the assessment arrangements that are presently being used. As part of her subject action plan she is hoping to build up specific resources that will help teachers with geographical topics.

HISTORY

125. Attainment in history is in line with the national expectation at the end of Years 2 and 6 and this represents an improvement from the last inspection when attainment and progress were unsatisfactory.
126. Pupils in Years 1 and 2 are developing a sense of history and can recall the main facts of a historical event. Some can write an eye-witness account of an event and can highlight differences

between their own time and, for example, life in Viking times. The quality of work is good and shows that progress has been made during the year. However, there is a limited amount of recording. The quality of discussion in lessons is good.

127. In Years 3 to 6, pupils are encouraged to research and some do so at home as well as at school, using appropriate books or the internet. Work on ships in Year 3 is keenly observed and pupils understand the impact of improved means of transport on people's lives - for example, the importing and subsequent use of spices. Work in history makes good use of skills gained in literacy, such as the use of diaries and writing of reports. Pupils in Year 6 can give reasons for historical phenomena such as the popularity of "The Beatles" in the 1960s.
128. Only two lessons were observed during the inspection, one in each key stage. Other evidence was obtained from the scrutiny of pupils' work, teachers' planning and discussion with the co-ordinator. The quality of teaching in the lessons was good, teachers asked open questions and gave opportunities for discussion. The pupils' work and teachers' planning show that, too often, the same task is given to all pupils and work is judged on the quality of the outcome. Although this is occasionally appropriate, it means that tasks set are not always matched closely enough to the abilities of the pupils.
129. The subject is well managed and resources have improved since the last inspection, although these are still being developed. Pupils now have a better understanding of history and are developing a historical perspective. Assessment systems are rather informal with teachers deciding what should be assessed after each topic, making it difficult to make comparisons in the longer term.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. By the ages of seven and eleven, pupils attain standards below those expected for their age in ICT. At the school's last inspection standards were unsatisfactory and, although they still remain so, the school has made satisfactory progress in meeting the need to teach all parts of the National Curriculum Programmes of Study. Pupils' skills in all areas of information technology are now developing satisfactorily. The use of ICT in other subjects is still limited. The school has identified this aspect of the subject, along with the development of pupils' use of electronic monitoring systems, as priorities to help raise standards further. Since the last inspection, the school has developed a new ICT centre in which resources are developing well. These resources, together with clearer planning of what children should achieve at different ages, are enabling more focused skills teaching to occur. The school has an assessment procedure, but this does not fully identify pupils' progress towards key skills and their understanding of ICT uses. The co-ordinator is committed to raising standards in ICT and she and the school are fully aware of the developments that are still needed.
131. By age seven, pupils are beginning to become familiar with simple word processing skills and the use of simple drawing programs. They can input data about Teddy Bears into a database and question the database to find out information, such as how many teddies bigger than ten centimetres like strawberry jam. They also input information on other things, such as numbers of wild animals, from which the computer draws a graph. In Year 1 pupils use a reflective symmetry drawing program, as part of their mathematics work, which shows them how their pattern can be translated into a symmetrical one. Too little work was seen to indicate that pupils' skills in ICT had been developed to a satisfactory level.
132. By age eleven, pupils can communicate their thoughts and information, using their word processing and information retrieval skills. They can combine text and drawings in their work, such as when they are writing an illustrated story. Pupils collect data on areas, such as hair colour and heights, and input this information into databases from which they form graphical representations. Pupils' knowledge and skills in control technology are at an early level. However, these are developing satisfactorily in Year 6 where pupils can input instructions to the computer that will control the lighting sequence of simulated traffic lights. Pupils have limited experience of practical monitoring equipment that would link their ICT skills into other areas such as science and design technology. Standards in this aspect are at a low level. In Year 6, pupils' knowledge of spreadsheets is beginning to develop, so that they can, with support, set up a program that will calculate simple shape perimeters when the lengths of its sides are inputted.

133. During the period of the inspection teaching was observed in only two lessons. In these lessons, however, the teachers showed that they had good subject knowledge and planned clearly what they wanted pupils to learn. Pupils were kept busy and actively engaged in challenging work. The teachers used good questioning and explanations to develop pupils' understanding and their management of pupils was very good. The relationship between teachers and pupils and between pupils and pupils was very good. Pupils helped and co-operated with each other very well and were very attentive to the teacher. Very good use of the programs available in these lessons enabled the teacher to develop pupils' learning in a systematic and appropriate way.

MODERN FOREIGN LANGUAGES

134. Achievements in French are good in all years and standards are above those typically expected of 11-year olds. The quality of teaching is very good and, as a result, pupils learn very well. The school has built successfully on the positive aspects noted in the last inspection report to provide a rich curriculum in French for all pupils, including pupils in the nursery and reception classes. Through French, the school stimulates pupils' awareness of and interest in Europe and in themselves as European citizens.
135. Standards are above average for several reasons. A specialist teacher teaches all pupils in small groups once a week. Lessons are largely conducted in French and pupils have many opportunities to practise speaking in French themselves. Each day, pupils who show particular aptitude have the chance to have extra practice through playing games or reading with their teacher. This ensures that pupils who can attain more highly receive additional challenges. The school tries to involve parents in their children's learning and the teacher encourages pupils to teach their parents what they have learned that day. Parents are very supportive of the Year 6 annual visit to France.
136. Teaching is very good, overall. Pupils receive a lot of individual attention. The teaching is very lively and the teacher's accent is very clear for the pupils to imitate. Much of the teaching centres around questions and answers, repeating words and phrases. What makes the teaching better than usual is the extent to which pupils are involved. For example, in a Year 6 lesson, having introduced the question 'Pourquoi va-tu en ville?' and some responses, incorporating some familiar and some unfamiliar words, the pupils then take the teacher's place and ask the questions of each other. Pupils are sufficiently confident to select their own responses and make intelligent guesses at understanding the written word in context, for example, correctly deducing the words for market and football stadium. A higher attaining pupil volunteered to read a question and response without hearing the teacher first and did so most successfully. Many pupils have good accents and what is striking is their very good intonation. Younger pupils in particular have an authentic lilt to their voices. An excellent feature of the teaching is the way the teacher reads a story in French, explaining some words in English, but, in dramatic places, letting the words, intonation and expression explain for themselves. Consequently, pupils suddenly find they are working entirely in another language.
137. The provision for French is very good. The curriculum and the way it is taught greatly benefits pupils' learning in other subjects, in particular their skills in speaking clearly and listening attentively. Year 6 pupils' written accounts of some of their experiences in France clearly help to develop their skills in writing as well as their understanding of history, geography and art. Pupils' descriptions of the Eiffel Tower give strong sense of how it dominates Paris and how they 'liked just looking through the railings and seeing the wonderful views'. Some of the pupils' art, arising from a visit to Monet's garden, is quite striking and pupils said this was one of the most interesting places they visited. Pupils talked animatedly about the differences they noticed between England and France and were keen to discuss the reasons why one girl had to cover her shoulders when entering Notre Dame. In these ways the subject ably fulfils its commitment to incorporate links to benefit other subjects.

MUSIC

138. At the time of the last inspection standards in music were below average at the end of Years 2 and 6. The school has made good improvements and music is now an important part of the curriculum. Overall standards are well within those expected and most seven and eleven year old pupils achieve standards similar to those found in other schools. The quality of the curriculum is enhanced by a range of extra curricular activities, including recorders and choir, as well as instrumental lessons in strings, woodwind and brass.

139. By the age of seven, pupils are familiar with using many percussion instruments. They tap simple rhythms accurately and they display an understanding of high and low notes. They capably devise their own graphic scores, using a range of symbols and signs to denote specific instruments, the length of phrases and the dynamics of the compositions. They can play these scores back successfully, taking turns at being the conductor. They listen to the music with genuine interest as they enter the hall and sing with great enthusiasm during collective worship. Pupils in Years 1 and 2 make steady progress through a well structured programme of work.
140. Pupils in Years 3 to 6 have secure knowledge of a wider range of music. They use correct musical terminology and have a sound understanding of rhythm. They have had experience of listening to music from other cultures, such as Japanese and Indian music. Pupils sing with good tone and diction. They acquire good breath control and posture. In Year 6 they sing well unaccompanied. They can transpose a round to suit the range of the voices in their group and successfully keep pitch and time. Pupils of all abilities make at least satisfactory and often good progress and they develop a breadth of knowledge across the whole music curriculum.
141. Only two lessons were observed during the inspection so an overall judgement cannot be made. The quality of teaching in both lessons was good. Teachers provide pupils with an enjoyable range of worthwhile activities. In a lesson for seven year olds, the teacher used chants, songs, and instruments very effectively to create and maintain interest when creating graphic scores. Pupils responded well, because the materials chosen were just right for this age group and even pupils who had difficulty sustaining concentration were totally involved. Pupils of all abilities made good progress.
142. The subject is currently without a co-ordinator but is being ably managed by the assistant headteacher. Good standards have been maintained and the curriculum is covered effectively. Visiting music teachers provide lessons for a number of pupils which further aids pupils' development, as does the choir which is open to all pupils, regardless of ability. Pupils make good use of tape recorders and CD players and learn how to use these appropriately. However, they have too little opportunity to explore music or the lives of composers through the use of computer technology.

PHYSICAL EDUCATION

143. During the inspection, all but one lesson observed were games lessons. These indicate that attainment at the end of Year 6 in games is at the expected level for pupils of this age. Only one lesson for younger pupils was observed and in this Year 1 lesson attainment in games was satisfactory. This position indicates a good improvement since the last inspection when games skills were unsatisfactory. It was also judged at the last inspection that too few pupils were attaining the appropriate standard in swimming by the time they left the school. This is no longer the case and the great majority of pupils now attain the appropriate level.
144. By age eleven, pupils have made good progress in their games skills. In Year 6, pupils have good ball skills and combine these well with hitting skills. They are able to control a ball with a racquet and attempt to place returns and follow through the ball. Year 6 pupils know the difference between attacking and defensive shots and when watching others play can evaluate which shots are being used. In Year 3, pupils throw with satisfactory accuracy for height and length. They are able to work well together, practising their throwing and catching skills. Their catching skills, though not as developed as their throwing skills, are progressing at a satisfactory rate.
145. In the Year 1 lesson observed, pupils' standard of games skills was satisfactory. They showed satisfactory control when throwing and catching balls. Most pupils were able to concentrate well and make a good effort to improve their skills, because the management of the pupils was good.
146. As no dance, gymnastics, athletics or outdoor adventurous activities were seen during the inspection, no judgement can be made on the standard of attainment in these areas.
147. Teaching at both key stages was satisfactory or better and some teaching was very good. Teachers have good knowledge and understanding of the subject, which helps them to give clear explanations of tasks and coach skills well. The pace of lessons is good and pupils are kept

active and busy, so that learning progresses well. In some lessons, too little use is made of pupils as demonstrators, but teaching methods are usually good. The management of pupils is usually very good and a good level of praise encourages pupils to try hard to improve their performance. In the best lessons, the pupils are very well challenged and the teacher makes sure that they understand how their performances can be improved. The teacher in these lessons is very enthusiastic, which in turn motivates pupils to even greater efforts. Pupils in lessons are well behaved and demonstrate an enjoyment of their work. They also work well together in pairs or teams.

148. The curriculum enables all aspects of physical education to be taught. The majority of pupils are able to swim 25 metres by the time they leave. After-school activities in a range of sports are available and the school has representative teams in a number of sports.
149. The co-ordinator is committed to the raising of standards in physical education, but has not had the opportunity to monitor teaching directly. Her teaching of physical education during the inspection was very good and presents a good model for fellow staff members to follow.

RELIGIOUS EDUCATION

150. By the ages of seven and eleven, the pupils attain standards which meet those required by the Derbyshire Agreed syllabus. Although only two lessons were observed during the inspection, further evidence was drawn from a discussion with the co-ordinator, scrutiny of pupils' work, teachers' planning and observations of acts of collective worship.
151. Schemes of work ensure coverage of all of the six major world religions. An examination of pupils' work shows that recording is generally at least sound and the areas are covered more comprehensively as pupils move through the school. Standards of teaching and learning in the lessons observed were at least good with some very good features. In a Year 2 lesson, the teacher's very good questioning skills promoted high quality discussion on the giving of rakhis. These had been made in a previous lesson and pupils could recall the details of the story of Raksha Bandhan. This was effectively linked to a discussion about the pupils' own families and their relationships with their brothers and sisters.
152. At the time of the last inspection there was no systematic approach to the provision of RE; this is no longer the case. The subject is now well lead and managed by the recently appointed co-ordinator who has a very good knowledge of the subject and the policy has been updated this year. Teachers' planning for RE is good, with clear learning objectives which are shared with the pupils and appropriate activities. A weakness in the subject is that activities are not always matched to pupils' abilities. The work is the same for all pupils, although their needs are taken into account when allocating levels of support or when assessing the outcome. The co-ordinator monitors pupils' work by sampling three books from each class to check coverage and, following this, she gives constructive feedback to staff.
153. Religious education contributes to the very good personal, spiritual, moral and social development which is a feature of the school and also to the cultural development. The school not only fulfils the requirements for a daily act of collective worship; these occasions contribute to the personal development of the pupils and to the good relationships within the school. In an act of worship, pupils were asked to think about the theme of "hope" and to express their own hopes. These included personal aspirations such as; "I hope I can get a good job" and the more global: "I hope no-one has to live on the streets". Resources for the subject are satisfactory and it is well represented on displays of pupils' work.