

# INSPECTION REPORT

## **ST EDWARD'S CATHOLIC PRIMARY SCHOOL**

Swadlincote, Derbyshire

LEA area: Derbyshire

Unique reference number: 112906

Acting Headteacher: Mrs Halina McIntosh

Reporting inspector: Mrs Joyce Heather Cox  
25074

Dates of inspection: 18<sup>th</sup>-21<sup>st</sup> June 2001

Inspection number: 193207  
Full inspection carried out under Section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Newhall Road Swadlincote Derbyshire
Postcode:	DE11 0BD
Telephone number:	01283 216721
Appropriate authority:	The governing body
Name of chair of governors:	Father Martin Sylvester
Date of previous inspection:	April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25074	Mrs Joyce Cox	Registered inspector	Art Music	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed?
19697	Mrs Janice Moorhouse	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17263	Mr Andy Bond	Team inspector	Mathematics Physical education The Foundation Stage	
25771	Mr Peter Sandall	Team inspector	Science Design and technology Information and communication technology	How good are the curricular and other opportunities offered to pupils?
17619	Mrs Elaine Townsend	Team inspector	English English as an additional language Geography History Equal opportunities Special educational needs	

The inspection contractor was:

Schools Inspection Unit  
School of Education  
The University of Birmingham  
Edgbaston  
Birmingham  
B15 2TT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Edward's Catholic Primary School is a Catholic voluntary aided school in the town of Swadlincote. It serves the Parish of St Peter and St Paul and provides education for 165 pupils aged between four and eleven. The school is smaller than other primary schools. The percentage of pupils entitled to claim free school meals is about 7%, which is below the national average. Nearly all of the pupils are of a white ethnic background and there is only one pupil who speaks English as an additional language. Twenty-six pupils are on the school's register of special educational needs (SEN). Five pupils have statements of SEN, which is above the national average. When children first enter the school, at the start of the year in which they are five, their levels of attainment are about average.

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

St Edward's Catholic Primary is a good school. It has a warm and very caring ethos in which Catholic values and a good team spirit underpin the school's many successes. There is good leadership, good teaching in English and mathematics and in consequence pupils achieve high standards in national tests at seven and eleven years. Governors and parents are very supportive of the school. Pupils benefit from a good education and leave the school as well rounded individuals, very well prepared for the next stage of education. The school gives good value for money.

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

- Provides good leadership and management, ensuring that there is clear educational direction and that the school's aims and values are reflected in all its work.
- Offers good teaching, so that the pupils achieve well in English and mathematics.
- Provides very good opportunities for all pupils: good provision for pupils with special educational needs and those identified as 'gifted and talented'.
- Expects and achieves high standards of attainment and behaviour from pupils who respond extremely positively and have great respect for others.
- Makes very good provision for pupils' spiritual, moral and social development.
- Has very good links with parents and the community.

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

- The role of subject managers, particularly in monitoring teaching and learning to raise standards.
- The way the timetable is organised, in order to ensure that more efficient and effective use is made of the school day.
- The accommodation for the younger pupils and in particular the provision of a secure play area with large apparatus for children in the Foundation Stage.
- Increased opportunities for all pupils (Reception to Year 6) to work independently and to follow their own lines of enquiry.

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

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

Since 1997 the school has made good progress in responding to the specific issues raised at the time of the previous inspection. Elements of good teaching have been shared and standards of attainment have risen, especially in mathematics and English. All outstanding schemes of work have been completed and learning objectives are clearly defined. Some co-ordinators have yet to monitor teaching and learning. The accommodation has been enlarged, especially for junior pupils; however, infant classrooms are small and there is no secure outdoor play area for the reception children. Teaching effectively supports pupils' personal as well as their academic development. The school's climate for learning is still good. Leadership and management are good, despite a recent period of

uncertainty. The school's Christian ethos permeates all that it undertakes. It manifests itself in the care that is shown for and by the pupils and in the enthusiasm and dedication exhibited by all the staff. All these strengths coupled with the arrival of a new headteacher next term, means that the school has a good capacity to make further improvements.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A*	A	A	C	very high A* well above average A above average B average C below average D well below average E
Mathematics	A*	A*	B	C	
Science	A*	A*	C	D	

Standards attained by Year 6 pupils in the 2000 national tests were well above average in English, above average in mathematics and average for science. The A\* results achieved in 1998 and 1999 put the school among the top 5% of all schools. Science results were slightly lower last year due to a greater focus on literacy and numeracy. The 2001 test results (as yet unconfirmed) show an improvement on the previous year. The improvement in the school's performance over a four-year period has kept pace with the national trend.

Standards seen during the inspection were above average in reading and writing, mathematics, science, information and communication technology (ICT), history and physical education by the end of Year 6. Standards of speaking and listening are well above average throughout the school. The standards attained by Year 2 pupils were well above average in mathematics, above in reading and writing, and average in all the other subjects. Standards in mathematics have improved rapidly over the last three years; many more pupils are achieving the higher level 3 grade. The school continues to set itself increasingly challenging targets year on year. All pupils achieve well and make good progress in English, mathematics and science.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show real enthusiasm for learning and try hard to do their very best work for their teachers.
Behaviour, in and out of classrooms	Very good. Pupils get on very well together and are considerate towards others. They are mature and self disciplined. There have been no exclusions in recent years.
Personal development and relationships	Very good. The quality of relationships is a strength of the school. Pupils are given sufficient opportunities to take a lead in organising aspects of school life, though there is potential for these to be widened so that pupils can use their own initiative more.
Attendance	Very good. The pupils are happy to come to school and most are very punctual at the start of the day.

## TEACHING AND LEARNING

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

The quality of teaching is good overall. In the 43 lessons observed, teaching was satisfactory or better in 93%. In 37%, teaching was good and in 19% very good. 7% of lessons were judged to be unsatisfactory. Teaching in English and mathematics is consistently good or very good. The teaching of basic skills and subject content is clear and accurate, using clear explanation and demonstration and involving all pupils. The organisation of the lessons allows most pupils to keep up with the work and to complete tasks in the time available. Staff interact with pupils to check their understanding, ensuring that they sustain concentration well. The high quality of relationships creates a confident and positive atmosphere in which the pupils flourish. All pupils achieve well and make good progress. The very small number (three) of unsatisfactory lessons were not representative of the overall good quality of teaching. Occasionally the pace of the lesson was slow and the management of pupils not firm enough.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The organisation of literacy and numeracy is very effective and results in raised standards. There is satisfactory provision for children in the Foundation Stage but no outdoor play area. Teaching time for the juniors is slightly below recommended levels.
Provision for pupils with special educational needs	Good. There is very good team effort to ensure that individual needs are responded to well and kept under constant review. Good progress is the result.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school nurtures spiritual growth exceptionally well. The provision for moral and social development is very strong. Staff are very good role models and pupils develop a mature understanding of right and wrong. Good provision is made for pupils' cultural development, with good opportunities for pupils to appreciate a range of music and art as well as exploring the multicultural aspects of our society.
How well the school cares for its pupils	Good overall. The school has good child protection procedures. There are good assessment procedures. Good behaviour and discipline policies are in place and consistently applied by all adults. There are appropriate procedures for monitoring and promoting good attendance.

The school is very successful at involving parents in their children's education in a variety of ways. These include good homework provision, having parents help in school, and very good fundraising and social activities organised by the Friends' Association.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The acting headteacher gives clear direction to the work of the school, and is ably supported by staff and governors. Some co-ordinators have yet to assume the full mantle of their management responsibilities.

How well the governors fulfil their responsibilities	Good. Governors ensure that all statutory requirements are met and are very efficient in supporting the work of the school.
The school's evaluation of its performance	Satisfactory. Governors are very aware of the need to achieve 'best value' in their decision making. They have useful insights into what is working best in the school and how weaker areas can be improved, but the systems in place to assess, monitor and evaluate this fully lack rigour. Increased evaluation of teaching and learning by some subject managers is required to raise standards in these subjects further.
The strategic use of resources	Satisfactory. Grants from central funds are used appropriately to support particular initiatives. The period of uncertainty during the absence of the headteacher has meant that some spending decisions have had to be delayed.

The acting headteacher, staff and governing body have succeeded in leading the school effectively during a period of uncertainty. The school is well staffed and resources for learning are satisfactory. Good improvements have been made to the accommodation since the previous inspection. However, teaching space is still very cramped for the infants, which makes practical work difficult. There is no secure outdoor play area for children in the Foundation Stage.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The teaching is good.</li> <li>• The school has high expectations and enables their children to do well.</li> <li>• Behaviour in the school is good.</li> <li>• The school helps children become mature and responsible.</li> <li>• They feel comfortable about approaching the school with questions or problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like to know more about how well their children are doing at school.</li> <li>• Some parents would like more activities outside lessons.</li> </ul>

Ninety-five parents responded to the questionnaire and 11 attended a meeting with the registered inspector. Their views are summarised above. The inspectors wholeheartedly endorse what the parents say they like about the school. The inspection team agrees that more information about how well pupils are doing would be beneficial to parents, especially the sharing of individual targets. The inspection team disagrees that more opportunities outside lessons should be provided. The range of activities at lunchtimes and after school is appropriate for a small school.

## **PART B: COMMENTARY**

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

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

1 At the time of the previous inspection standards at the end of Key Stage 1 were judged to be satisfactory in all subjects with some good achievement in speaking and listening, physical education and in observational drawing. Standards were judged to be above average at the end of Year 6 in English and mathematics and high in science. Attainment was above average in history and geography and average in design and technology, information and communication technology (ICT), art, music and physical education. Since then, standards have improved in English and mathematics in Key Stage 1 and have been sustained at above average levels in English, mathematics and science in Year 6. Pupils' attainment is also above average in information and communication technology (ICT), history and physical education at the end of Key Stage 2. There is no significant variation between the achievement of boys and girls.

2 The results of the national tests for seven-year-olds in 2000 showed standards to be above the national average in reading and well above in writing and mathematics. The improvement in the school's performance in tests over the last four years has been in line with the national trend. Compared to similar schools (those with up to eight per cent of pupils eligible for free school meals) standards are average in reading and writing and well above in mathematics. The school was a pilot school for the National Numeracy Strategy and this, together with very good subject leadership, has had a very positive impact on the standards achieved in mathematics. The national test results, for eleven-year-olds in 2000, showed that attainment was well above average in English, above average in mathematics and broadly average in science. Compared to similar schools, attainment levels were average for English and mathematics and below average for science. It is worth remembering that relatively small numbers of pupils take the national tests each year, which makes analysis difficult. Nevertheless the very high standards achieved by Year 6 pupils in English, mathematics and science has placed the school in the top five per cent of schools nationally in some of the last four years. Unconfirmed test results for 2001 indicate an improvement on the previous year in English, mathematics and science. The school continues to set itself increasingly challenging targets year on year.

3 Inspection findings show current standards to be well above average in mathematics, above average in reading and writing and average in science at the end of Year 2. Standards in Year 6 are above average in English, mathematics and science. A significant number of pupils are attaining well above average standards at ages seven and eleven in speaking and listening. All pupils make good progress and achieve well. Pupils make accelerated progress in their last year at school because of highly effective teaching.

4 Baseline assessment and inspection findings indicate that children enter school with levels of attainment that are broadly in line with what is expected for their age, with relative strengths in speaking and listening and mathematics. During the Foundation Stage, children make satisfactory progress and are well prepared for the National Curriculum at the start of Year 1. Most children are on course to achieve the Early Learning Goals (nationally defined targets for the end of the reception year) with the majority of children likely to surpass them in their mathematical development and reading. The children are given a good grounding in literacy and numeracy with a strong emphasis on learning the basic skills of reading and writing. Children develop a secure understanding of the world around them. They learn to sit still, listen, share and take turns, but have limited

opportunities to plan or initiate their own learning. Their learning is heavily directed by the teacher, and during the inspection there were few opportunities for children to select resources to explore at their own pace. In addition, there is no secure outdoor play area for the children, which prevents them from improving their skills of co-ordination, control, manipulation and movement as well as they might.

5 The school's strategy for literacy has been well implemented and has had a positive impact on raising standards in English. Standards of speaking and listening are well above average in both key stages. Good progress is made and levels of achievement are good for pupils of all abilities. Pupils listen very attentively so that teachers rarely need to repeat instructions. They are quickly engrossed and absorbed by interesting texts. When explaining their ideas, all pupils speak with confidence and clarity. From an early age their opinions are listened to sensitively; consequently they grow in confidence and in their ability to express themselves verbally. Year 6 pupils were particularly impressive in talking with inspectors about their school and the work they do. One pupil spoke with considerable maturity and eloquence about the importance of 'listening to your conscience' when considering moral dilemmas. Above average standards are achieved in reading. From an early age pupils are encouraged to discuss plots and characters and to form opinions about stories. Infant pupils learn their letter sounds and how to tackle unknown words. Older pupils build on these skills, becoming avid and enthusiastic readers with a love of literature and a good knowledge of books and authors. Year 6 pupils read fluently and with good understanding and evident enjoyment. Average and more able pupils know how to access information in non-fiction books, using the index, contents pages and glossaries effectively. Standards in writing are above average in Year 2 and Year 6, and all pupils achieve well. Year 2 pupils write interesting sentences containing lists and demonstrate that they can use punctuation and spelling very accurately. Older pupils gain wide experience of different kinds of writing, for instance clear and forceful persuasive writing about pocket money in Year 4. Higher attaining pupils in Year 6 produce imaginative and exciting writing with unusual use of vocabulary and images.

6 In mathematics pupils attain well above average standards at the end of Year 2 and above average standards at the end of Year 6. They achieve well and make good progress. The introduction of the National Numeracy Strategy, the improved quality of teaching and the high quality of monitoring by the co-ordinator have all had a positive impact on raising standards. Year 2 have a thorough understanding of odd and even numbers. They are beginning to understand multiplication tables through equal addition of numbers by counting in 2s, 5s and 10s. Higher attaining pupils have quite advanced strategies for problem solving. Two pupils in Year 1, who have been identified as gifted and talented mathematicians, achieve very well due to carefully planned work, which meets their needs. By Year 6 pupils have a good understanding of multiplication tables and use these effectively in their calculations. They are familiar with number squares and square roots. They understand angles really well and learn the links between fractions, percentages and decimals. Pupils use pie charts effectively to represent collected information but do not use computers to produce a polished result of a completed piece of work.

7 Attainment in science is average for Year 2 and above average for Year 6 pupils. Pupils in Key Stage 1 do not achieve as well as they might because of the way the curriculum is currently planned. This results in pupils having some gaps in their scientific knowledge. They have good knowledge of plants and animals but are less sure in areas such as electricity and magnetism. Year 6 pupils are well informed about all aspects of science and use scientific vocabulary skilfully. However, they are not given enough opportunities to work independently or to instigate their own investigations.

8 Pupils achieve well in all other subjects. Year 2 pupils attain average standards in ICT, art, design and technology, geography, history, music and physical education. In Year 6 standards are average in art, design and technology, geography and music. In some art and music lessons seen during the inspection, standards were above average. Year 6 pupils achieve above average standards in ICT, history and physical education. Pupils make very good progress in swimming.

9 Pupils with special educational needs are usually well supported in classes so that they make good progress towards the targets in their individual education plans, particularly in English and mathematics. Three Year 6 pupils with statements of special educational need achieve particularly well, as they are valued, respected and cherished by the other pupils and the teacher. This raises their self-esteem and confidence so that they make very good progress in all subjects.

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

10 Pupils' attitudes to school are very good. At the time of the last inspection pupils in both key stages were said to have good and positive attitudes to learning. This situation has been maintained and all pupils show considerable enthusiasm for learning. Inspectors saw noteworthy examples of this during a music lesson when pupils joined in enthusiastically and a history lesson when pupils applied themselves diligently to a task involving making difficult decisions. The vast majority of parents replying to the questionnaire and those at the parents' meeting agreed their children enjoy coming to school. Pupils present their work carefully in response to consistent high expectations by all staff. In art and ICT pupils handle and share resources confidently and sensibly and they co-operate well in teams during physical education lessons.

11 At the time of the last inspection pupils were said to behave well in lessons, at lunchtime and playtime and around the school. During this inspection, inspectors found pupils' behaviour to be very good. Pupils are very aware of the high standards of behaviour that are expected. Staff handle isolated incidents of misbehaviour promptly and consistently according to the guidelines set out in the school's behaviour policy. Parents have no concerns about behaviour and feel that the pupils 'discipline themselves'. There have been no exclusions during the last school year.

12 Pupils are very actively involved in the life of the school. For instance, they helped to write the school's 'Golden Rules', which are displayed throughout the school. All pupils have responsibilities within their classrooms and for keeping shared areas tidy and the playground free of litter. Pupils enjoy being librarians, and cloakroom and hymn book monitors. They carry out these responsibilities sensibly and maturely. Pupils are keen to take part in the School Council and have been involved in making decisions to improve the school's environment. All of these responsibilities make a strong contribution to pupils' personal development. When talking to pupils, inspectors found them to be friendly, polite and courteous.

13 Pupils willingly accept the limited responsibilities given to them in lessons. For instance, in history and ICT lessons pupils discussed the tasks that had been set with considerable maturity. In a physical education lesson pupils used their imagination and initiative to devise their own games. Pupils handle these rare opportunities sensibly and enthusiastically.

14 Relationships in the school are very good, as they were at the time of the last inspection. The respect shown by pupils for the feelings and values of others is excellent, and no incidents of unkind behaviour between pupils were seen. Inspectors saw kind and caring attitudes between pupils of the same age and between older and younger pupils. No incidents of bullying were seen or reported. The very good quality of the relationships among pupils and teachers has a positive impact on pupils' personal development and achievement.

15 Attendance, which is well above the national average, is very good. There are no persistent absentees and very few problems with punctuality.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

16 The quality of teaching is satisfactory in the Foundation Stage. Teaching is good overall in Key Stage 1 and 2 and in all English and mathematics lessons. Of the 43 lessons observed during the inspection, 40 were judged to have been at least satisfactory. Of these, 24 were good or better and eight were very good. Three lessons were judged to be unsatisfactory. Examples of very good teaching were seen in mathematics, art and English lessons. This represents a considerable improvement on the satisfactory teaching seen during the previous inspection. The school took the key issue of sharing 'best practice' very seriously and worked hard to address and improve the concerns indicated. It is important to note that one of the best practitioners in the school, as identified in the previous report and subsequent LEA monitoring, is currently the non-teaching acting headteacher.

17 In English and mathematics, the quality of teaching and learning is good in both key stages, with some very good teaching seen in certain classes. Teaching in science, physical education, music and art is satisfactory or better. Insufficient lessons were observed in ICT, design and technology, geography and history to make a secure judgement on the quality of the teaching in these subjects.

18 Less able pupils are supported well, sometimes with extra adult assistance or with modified work to meet their special learning needs. There is good liaison between the special needs co-ordinator and classteachers to plan and monitor pupils' progress. Teachers are given help in planning work for individual pupils. Pupils who are identified as 'gifted or talented' receive very good teaching. For instance, two pupils in Year 1 who have outstanding mathematical ability, receive Key Stage 2 work to extend and develop their knowledge.

19 Teachers have a good grasp of the subjects they are teaching, and some individual teachers have particular strengths in specific subjects: for instance English, music, art and physical education in Year 5/6 and literacy and numeracy in Year 1. Basic skills such as reading comprehension, handwriting and mental arithmetic are thoroughly and competently taught. Teachers conduct literacy and numeracy lessons to the recommended structure, and time and plan work well using the national strategies. This allows all pupils to make good gains in their literacy and numeracy skills. The organisation of the pupils into year groups for English and mathematics in Key Stage 2 is a very useful strategy as it enables teachers to match their teaching closely to pupils' learning needs; as a result pupils make good progress in many lessons. There are examples throughout the school of lessons being planned well and building carefully on what pupils know, can do and understand. At the beginning of lessons, all teachers state clearly what it is that they want pupils to have learned by the end of a lesson. This enables pupils to focus their thinking, stimulates their interest and motivates them to concentrate and learn. For instance, in a Year 2 literacy

lesson, the teacher referred constantly to the clear and precise learning objectives, which resulted in pupils writing interesting sentences containing particular phonemes.

20 The methods and organisation used by teachers are satisfactory. One particular strength is the clear instructions given to pupils so they know exactly what they have to do in the lesson. Most teachers consistently pose questions, which check and extend pupils' learning, for example checking that pupils understand the terminology used when exploring various art media in a Year 3/4 lesson. Teachers' questioning is open-ended, requiring extended answers to check comprehension. Staff do not accept single-word responses, but prompt if necessary with further, supplementary questions. Pupils are regularly encouraged to consolidate learning by offering explanations back in their own words, ensuring that understanding is quite secure. However, pupils are given too few opportunities to take responsibility for finding out more of their own accord. For instance, in science lessons, pupils do not devise their own experiments.

21 In the majority of lessons, teachers manage pupils' behaviour well. A calm orderly atmosphere is established which enables all pupils to concentrate well. This is particularly so in Year 5/6, where pupils display high levels of self-discipline and a real desire to learn. Relationships with pupils are very good throughout the school and this has a significant impact on the quality of teaching. Teachers have clear, well-established ground rules, value pupils' contributions and give positive praise when appropriate. In a very small number of lessons, teachers are not so secure in managing challenging behaviour and do not ensure that they have all the pupils' attention when teaching. They accept 'muttering' and fidgeting from pupils which interrupts the flow of the lesson and impairs learning.

22 Teachers make satisfactory use of time, and lessons generally start and finish promptly. The best planning includes detailed timings for the development of a lesson, which ensures a brisk pace and maintains pupils' interest. On some occasions, teachers remind pupils of the amount of time left in which to complete a task – 'You have only two more minutes' and 'Finish the sentence you are writing before you stop'. Support staff are used effectively, especially in the literacy and numeracy lessons, to work with specific pupils or groups. Their presence considerably helps pupils' learning, especially the lower attaining pupils. Some support staff are not used effectively during the beginning of literacy and numeracy lessons as they merely sit and observe, not even assisting with discipline. Appropriate use is made of resources. Computers are used well in many subjects to extend and develop pupils' learning. For instance, a group of Year 4/5 pupils competently used the art program *Dazzle* to design their own aerial views.

23 Teachers' day-to-day assessments are satisfactory. Most teachers use end of lesson plenary sessions well to evaluate progress against the learning objectives. Marking of books, however, as a means of assessing what has been learned is inconsistent. In the best examples, teachers write perceptive comments that support pupils and give suggestions on how work could be improved next time. Homework, which is always based on class work, is given to all pupils and this is good. It is collected and marked very regularly. Reading record books are detailed and indicate clearly strengths and weaknesses in pupils' reading.

24 Where teaching is less successful, a slow pace leads to pupils becoming restless. Pupils' behaviour is not managed effectively and lessons are disrupted. Pupils have limited opportunities to be independent or organise their own activities to any extent.

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

25 The school is committed to maintaining a broad teaching programme and it successfully meets this intention in a way that is relevant to the needs of its pupils. While the previous inspection report also found this to be the case, there were some issues to be addressed. These included completing outstanding schemes of work and improving medium-term planning. All these have been completed, and the school has made sound improvements where necessary.

26 The curriculum for children in the Foundation Stage is satisfactory. Children are provided with an appropriate range of activities in all the recommended areas of learning, but there is no secure outdoor play area. At Key Stage 1 and Key Stage 2 all subjects are taught and the curriculum meets statutory requirements. Sex education is taught in Year 6, and parents are given the opportunity to see what their children will be learning. A 'life education' unit visits the school annually, giving pupils relevant information about drugs and healthy life-styles. The school has purchased a pack supporting these visits, so that pupils will be better prepared and able to work with greater understanding. Personal, social and health education lessons are not timetabled, but issues are dealt with well in religious education and science. 'Circle time' is used successfully to respond to issues that arise suddenly from the pupils' experiences in school.

27 At present the time pupils spend in school is high for pupils in Key Stage 1, but below the recommended minimum at Key Stage 2. The school is aware of this and is reviewing ways in which the school day can be lengthened for these pupils. The structure of the daily timetable has not been altered since the introduction of the literacy and numeracy hours. This, as well as the very late afternoon break for pupils in Key Stage 1, means that curriculum time is not always used to the best effect for pupils' learning.

28 The National Literacy and Numeracy Strategies have been successfully implemented and are having a positive impact on standards. The organisation of pupils in Key Stage 2 into four groups by age, employing another teacher to do so, makes a strong contribution to their good progress. They are taught in smaller groups and can therefore receive more individual attention. Support staff are used effectively in Key Stage 1 for the same purpose.

29 Equal opportunities for all pupils are very good. All pupils are fully included in all school activities. The school's equal opportunities policy is sensitive and implemented successfully by all staff. The school places considerable importance on the development of each individual pupil, and identifies and caters well for gifted and talented pupils as well as those with special educational needs (SEN). There are no pupils in the school currently requiring extra support for English as an additional language. Only one pupil has English as a second language; he speaks both English and Greek fluently. If pupils arrive at the school requiring additional English support, good procedures are in place for assessing and meeting their needs.

30 There is good provision for pupils with SEN, which is a considerable improvement on the satisfactory provision seen at the time of the previous inspection. Five pupils with statements of SEN have regular reviews. Additional support is targeted and well planned, particularly in literacy and numeracy lessons. There is a comprehensive policy clearly indicating how SEN is organised. Statements are helpful as they identify clearly individual learning needs. There are detailed individual education plans, which are reviewed regularly. Parents and external professional support services are involved in reviews, as are the pupils themselves when deemed mature enough. Reviews are sensibly timed to coincide with parents' evenings.

31 The provision for extra-curricular activities is satisfactory. Given the size of the school and number of staff, pupils are offered an appropriate number of extra-curricular clubs, both sporting and artistic, some after school but many at lunchtime. Most are for older pupils and all are open to both boys and girls. There are also clubs run by outside providers, which pupils have to pay to attend. A wide range of educational visits is planned and carefully linked to class work. Year 6 pupils have the opportunity of a residential experience, which makes a very valuable contribution to their personal and social development.

32 Community links are mainly with the parish, and these are strong. Not only is the school involved in the parish, mainly through the church, but it also works hard to involve parishioners in school events and celebrations. There are also good relationships with partner institutions. The school has good links with nurseries and playgroups, so that reception staff are fully aware of children's experiences and abilities. As well as the usual visits to high schools for Year 6 pupils before transfer, there are useful meetings of headteachers and some curriculum liaison in English and mathematics, with high school teachers visiting St Edward's. A local high school brings its pupils to put on dramatic performances, which strengthens links further. In addition, a secondary teacher visits the school weekly to train the choir for a summer music festival.

33 Provision for pupils' spiritual, moral, social and cultural development is very good. These elements are embedded into the school's daily life and are a real strength of the school. The school has maintained this high level of provision since the last inspection.

34 Spiritual development is very well promoted in regular periods of reflection throughout the school day. Prayers are shared in collective worship and at the start and end of the school day. Older pupils have a strong Christian faith and give examples of how Christians behave in their daily lives by saying that they should be honest, unselfish and help those in need. Through visits to places of local interest such as 'Conkers' and Crich, pupils have opportunities to appreciate the wonders of the world around them. Younger pupils are excited by the creatures they discover in the pond at 'Conkers'. Year 5/6 pupils marvel at the subterranean atmosphere they find in the caves at Matlock. Teachers skilfully direct pupils' attention and thoughts to world events, such as the floods in Mozambique, and the devastating effect these have on people's lives. In English lessons pupils are encouraged to reflect on their previous experiences and write sensitively about their own discoveries of life.

35 Provision for moral development is very good. The school gives a very clear direction to pupils about the principles of right and wrong. Pupils develop their own class rules, which form the basis for good behaviour in the classroom. The school's 'Golden Rules' are well publicised and generally achieved. Older pupils, in discussion with an inspector, say that 'your conscience tells you what is right and wrong' and that, when faced with a dilemma, 'you should think about the consequences of your actions'. Pupils acknowledge that their teachers and parents provide good role models in helping them to develop their own moral principles. A good example occurred during the week of the inspection, when a pupil found a large sum of money on his way to school. He handed the money to the acting headteacher who awarded a merit to the pupil during a whole school assembly and praised him for his prompt and honest action. Pupils have clear views on disability. They are willing to help but are aware of the need to foster independence. In general, pupils are courteous and well mannered. They are encouraged by staff to be considerate to each other and to help when others are unhappy.

36 The provision for pupils' social development is very good. From their earliest days in school children are encouraged to relate well to each other and to work and play in a group. There are harmonious relationships in the playground where pupils play together maturely, joining in games and sharing equipment. Each class has appointed monitors to take responsibility for day-to-day tasks such as collecting and delivering lunchboxes, giving out hymn books and taking registers to the school office. In the school council meetings pupils make sensible suggestions for improving playtime facilities, such as the purchase of table games for wet playtimes and the provision of cones to segregate cricket games from other activities on the field. The staff make pupils aware of the needs of less fortunate people, and collections are made for charities. However, pupils are offered limited opportunities in lessons to be independent by selecting their own resources or deciding how to record their work.

37 There is good cultural provision for the pupils. Visits are arranged to the local theatres, museums and historical buildings to enrich pupils' cultural experiences. At Christmas pupils perform plays and are involved in extra-curricular music and drama activities. An annual book fair promotes pupils' interest in literature. There are prominent displays throughout the school, which reinforce the school's Christian traditions and yet present other faiths in a positive way. Pupils know that faiths other than Christianity are to be respected and older pupils talk knowledgeably about the beliefs of Sikhs. In discussion they skilfully draw similarities and contrasts between the Sikh faith and their own. More books and artefacts representing a wider range of different faiths would extend pupils' knowledge and understanding of other religions and cultures.

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

38 St Edward's takes good care of its pupils. The school environment is secure, supportive and happy, and makes a positive contribution to pupils' progress. The procedures for child protection and pupils' welfare are good. The school has good relationships with personnel from outside agencies involved in pupil care. The school has three trained first aiders on the staff. All necessary procedures are in place for reporting and recording cases of accident or illness. The health and safety policy, written by one of the governors, is relevant to the school and includes comprehensive details of roles and responsibilities. The school development plan includes involving a governor with a member of staff in monitoring health and safety issues. The inspection team has shared concerns related to health and safety issues with the acting headteacher. The school has a clear road safety policy and the school brochure contains a paragraph on road safety. Supervision during lunchtime is satisfactorily organised through a rota of five supervisors. They encourage and reward good behaviour. Lunchtime is an orderly occasion, as pupils treat lunchtime supervisors with politeness and courtesy. There is useful daily contact between the lunchtime supervisors and the acting headteacher.

39 There are good procedures for monitoring and promoting good behaviour. Good behaviour is rewarded through house points, stickers and merit certificates. The behaviour policy, based on the principle of reinforcing good behaviour, is available to parents and gives details of the progressive sanctions and rewards procedures. There is a good anti-bullying policy, which contains helpful suggestions on using religious education lessons to raise pupils' awareness of bullies and their victims.

40 The school's procedures for monitoring absence and lateness are satisfactory. The school's admissions policy and criteria are clearly stated in the school brochure. Class teachers carefully monitor absence and parents are made aware of their responsibilities through the school brochure. The school advises parents on the undesirability of taking

their children out of school during term time for holidays. Staff know their pupils very well and monitor their personal development in an informal way. At the time of the inspection the school did not have a formal means of producing a written record of personal development.

41 A key issue for action from the previous inspection was to improve current strategies in assessing the curriculum. As the school now has a good range of procedures for assessment, which are used satisfactorily, this represents clear improvement.

42 Pupils' attainment in both English and mathematics is carefully tracked, with achievable targets set at the beginning of each school year. These are used to put pupils in year groups for both subjects, as well as giving a focus on pupils who achieve below or above expectations. In English, records are kept of pupils' progress in both reading and speaking and listening skills, and they take the optional national tests at the end of Years 3, 4 and 5. Written work is monitored, with some pieces levelled against National Curriculum requirements. Assessment in mathematics takes place every half term, and at the end of each unit in science. Assessment procedures to track the progress of SEN pupils are very good. Individual education plans are well written, with small achievable targets, which are reviewed every half term. The school receives very good support and advice from outside agencies, such as the behavioural support team and the educational psychologist.

43 Results of these assessments are used to make the curriculum more effective, such as focusing on introducing certain writing skills at an earlier age, or the reading of charts in science. In ICT, records are kept of aspects covered and also where pupils have needed extra help, so that future teaching can be modified to support them. Most foundation subjects have an assessment at the end of a topic.

44 Teachers clearly know their pupils well, but there is little evidence of them using on-going assessment to change their planning for lessons, when pupils have learned more or less than expected. More use could be made of support assistants to record observations and make assessments, especially during teachers' introductions to literacy and numeracy lessons. The school does not set short-term targets for individual pupils. Pupils and their parents are not made aware of these specific needs other than through conversation, informally after school or at open evenings.

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

45 There is a very good partnership between parents and the school. The last inspection reported a positive partnership with very high levels of support from parents and this situation has been maintained. Parents' views of the school are very favourable. Almost all parents replying to the questionnaire agree or strongly agree that the school works closely with them. The majority of parents attending the pre-inspection meeting agreed that staff are very approachable. Ninety-seven per cent of parents replying to the questionnaire agree or strongly agree to feeling comfortable about approaching the school with questions or a problem. Regular and useful meetings are held to inform parents about the curriculum, but some parents would like more information about what is being taught so they can help their children at home. Parents receive frequent letters and newsletters, which are well presented and informative. The home-school agreement is clear. The school brochure is comprehensive and contains useful and relevant information, but the illustrations are rather untidy and some lack relevance. Parents are invited to assist in school and are involved in helping in ICT and design and technology lessons, listening to reading, putting up displays in school and helping on school visits. There is a very active

and hard working Friends' Association, which has provided many resources for the school, such as new carpets, furniture and locks on external doors.

46 When replying to the questionnaire, eighty-eight per cent of parents agree or strongly agree that they are kept well informed as to how their child is getting on. A small minority disagree with this statement. The school holds parents' meetings three times each year. Reports contain a thorough and systematic record of pupils' academic progress and some information on personal progress. Not all staff indicate individual pupil targets for the next school year, however. The school keeps good links with those parents who have children with SEN. Parents receive early notification of their children's needs and are kept fully informed. Regular meetings are held and parents are encouraged to be fully involved in their child's learning.

47 Ninety-five per cent of parents replying to the questionnaire agreed or strongly agreed their child had the right amount of work to do at home. The views of the parents at the pre-inspection meeting were mixed. Most were happy with the amount of homework their child received, although a few thought that higher attaining pupils would benefit from more work to do at home. During the inspection, homework was set and marked in line with the homework policy. Reading books are taken home regularly and spelling lists are referred to, particularly during literacy lessons. The scrutiny of pupils' work shows that topic work is regularly set and completed at home.

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

48 The leadership and management of the school are good. The leadership provided by the acting headteacher (the deputy head) in post for only two terms is good. She has worked very hard to unite the whole school sensitively and skilfully during the absence and subsequent resignation of the headteacher. She has raised staff morale, involved the governing body in policy making, maintained and strengthened the very good links with parents and led the school efficiently and calmly through a successful inspection. All staff and governors feel part of the school team because responsibilities have been designated appropriately and training provided to ensure that these can be handled effectively.

49 The school's aims and ethos, underpinned by its strong Catholic mission statement, emphasises high standards in behaviour, spirituality and achievement. The school successfully achieves its aim of offering equal access to the curriculum for all pupils. These ideals are embraced wholeheartedly by the whole school community, which results in above average standards of work in Year 6. Pupils respond to the high expectations by behaving well and working hard. They leave the school as well-rounded individuals, who are well equipped intellectually and spiritually to cope with the demands of everyday life.

50 All members of the teaching staff have several responsibilities for covering the co-ordination of different subjects and areas of school life. They carry out these responsibilities efficiently. There is appropriate delegation to make the best use of the expertise available and to ensure that all feel valued and responsible members of this effective team. Some co-ordinators have yet to assume the full mantle of their management responsibilities, for example, in monitoring the quality of teaching and learning in classes other than their own. Literacy and numeracy co-ordinators have monitored teaching and learning and this has had a good impact on raising standards especially in mathematics. Provision for pupils with special educational needs is managed very conscientiously and efficiently. The co-ordinator teaches part time at the school, which means that she has additional time to monitor pupils' specific learning needs.

51 Relations between staff are very good. They have a shared commitment to improvement with respect to the care, guidance and attainment of all pupils. The school has made good improvement since the last inspection. It has successfully addressed all the key issues identified. It is well placed to ensure that this improvement continues.

52 The governing body fulfils its statutory duties well and is becoming increasingly effective in its management role through its various sub-committees. The chairman of the governing body has many commitments, both in the parish and nationally. This means he does not visit the school as often as he or the school would like. Nevertheless, he is extremely adept at organising and overseeing the sub-committees that support and challenge the school effectively. Minutes of governors' meetings are thorough and show good awareness of the issues facing the school and educational initiatives that are current, for instance performance management. Some governors visit the school often and report their observations back to meetings via written reports that show good insights into the quality of teaching and learning. However, there is no structured programme of governor visits to evaluate the quality of work being undertaken in the school. The acting headteacher has encouraged governors to review and update policy statements, for instance health and safety.

53 The school makes effective use of new technologies for teaching and learning and for administrative and financial purposes. Pupils use the computer equipment on a regular basis in their classrooms to improve their skills and understanding of ICT, as well as to enrich their knowledge of other subjects. An Internet facility has recently been introduced and messages can now be sent by e-mail. The school's financial systems are computer based, making budget control more efficient. In addition, the school has the usual facilities for recording television and radio programmes. CD players are used frequently by the staff to enrich dance and music lessons and acts of collective worship.

54 Educational priorities are properly supported through careful financial planning. The school's development priorities are matched with appropriate funds to ensure that targets are successfully achieved. The recent targets of maintaining and improving pupils' attainment in English, mathematics and ICT are being tackled well, with good use being made of finance to improve teachers' expertise, to improve resources and to release teachers in order to undertake monitoring of teaching and learning. Some evaluation procedures are, however, a little vague and rely simply on staff, parents' and pupils' informal response. The main recommendations of the last audit report, of April 2001, have been met. The school has responded quickly to a small number of minor criticisms in its management procedures by introducing an action plan. Day-to-day administrative and financial management is effective and efficient and supports the work of the school well. The acting headteacher is comparatively inexperienced in financial management procedures, but the school administrator and the chair of the finance committee give her good support.

55 The school receives a large number of small grants from central funds. These are used appropriately to support particular initiatives in school. The period of uncertainty between the absence of the previous headteacher and the appointment of the acting headteacher has meant that some spending decisions have had to be delayed.

56 The school has a good understanding of the principles of best value. The chair of the finance committee is a good, critical friend to the school. He ensures that best value is achieved when spending decisions are made. Competitive tendering and the review of financial initiatives are well-established school procedures. The school consults widely, especially with parents, and compares its performance with similar schools. Although

resources are generally used effectively, the school day could be better planned to ensure that lessons are of a more appropriate length, so that teaching makes a more positive impact in the time available.

57 There are similar standards of financial control and management to those reported in the last inspection. The manner in which the school applies best value principles has improved, as the school now takes more responsibility for managing its own budget.

58 Staffing levels are good and managers ensure that individual skills are used to best effect in providing a good quality of education. There is a good range of subject qualifications among the staff, and a suitable blend of new and experienced teachers. Newly qualified staff are supported very well. Performance management is in place and staff development interviews inform in-service training.

59 The accommodation, although improved considerably since the previous inspection, imposes limitations on some aspects of learning. For instance, the main access to the Year 2 classroom is straight through the reception class. Pupils in the Year 4/5 class have no sink and use the Year 5/6 facilities. Staff and pupils cope with these disruptions well, but lessons are obviously interrupted and pupils' concentration disturbed. In addition, the Year 1 and 2 classrooms are very small and prevent teachers from undertaking practical work in science, mathematics, art and design and technology. The library is rather small and the shelves are quite high, making access to books difficult. The school lacks a secure outdoor play area for children in the Foundation Stage. This means that provision for the physical development of these young children is less than ideal.

60 Resources are adequate in all subjects. They are good in physical education. Some books are rather old and require replacing. Additional resources in ICT would enable pupils to practise their computer skills more frequently.

61 The school gives good value for money, taking into account the school's good level of effectiveness, the pupils' attainment on entry and the average expenditure per pupil.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62 Inspectors recognise the above average standards being achieved by the school, but to improve standards further, particularly in the non-core subjects, the headteacher, staff and governors should:

- (1) **Devise a rolling programme for co-ordinators to have time and opportunity to undertake classroom observations to check on quality and standards in their subjects;**  
*(Paragraphs 50, 104, 116, 119, 124, 141)*
- (2) **Evaluate the way in which the school day is organised to increase the teaching time in Key Stage 2, and to make the best use of curriculum time for all pupils;** *(Paragraph 27)*
- (3) **\*Increase the Key Stage 1 accommodation and make appropriate provision for children in the Foundation Stage to have a secure play area;**  
*(Paragraphs 59, 75, 97, 110)*
- (4) **Increase opportunities for all pupils (reception to Year 6) to work independently, organise their own activities and follow their own lines of enquiry.**  
*(Paragraphs 13, 20, 24, 36, 65, 68, 70, 85, 93, 101, 104)*

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

**\* Increase the resources for information and communication technology, when finances allow.** *(Paragraphs 104, 128)*

*\* The school has identified these areas for improvement in their School Development Plan.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	37	37	7	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)		165
Number of full-time pupils known to be eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		26

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.3
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	12	7	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	12
	Girls	7	7	7
	Total	17	18	19
Percentage of pupils at NC level 2 or above	School	89 (91)	95 (91)	100 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	7	6	7
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	95 (96)	95 (96)	95 (96)
	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	9	14	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	6
	Girls	14	14	14
	Total	20	19	20
Percentage of pupils at NC level 4 or above	School	87 (95)	83 (95)	87 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	6
	Girls	14	13	14
	Total	20	18	20
Percentage of pupils at NC level 4 or above	School	87 (100)	78 (100)	87 (100)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	137
Any other minority ethnic group	2

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	25.5:1
Average class size	23.7

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

Total number of education support staff	3
Total aggregate hours worked per week	54

*FTE means full-time equivalent.*

### **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.*

### **Financial information**

Financial year	2000/2001
----------------	-----------

	£
Total income	£322822
Total expenditure	£305438
Expenditure per pupil	£1886
Balance brought forward from previous year	£12676
Balance carried forward to next year	£30060

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	166
Number of questionnaires returned	95

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	4	0	0
My child is making good progress in school.	59	36	3	1	1
Behaviour in the school is good.	43	52	4	0	1
My child gets the right amount of work to do at home.	37	58	4	1	0
The teaching is good.	65	29	4	0	1
I am kept well informed about how my child is getting on.	42	46	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	28	2	0	0
The school expects my child to work hard and achieve his or her best.	54	42	2	0	2
The school works closely with parents.	40	48	11	0	1
The school is well led and managed.	34	56	3	2	5
The school is helping my child become mature and responsible.	54	39	5	0	2
The school provides an interesting range of activities outside lessons.	10	45	26	10	11

## **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**

63 There is sound provision for children in the reception class. Baseline assessment (a simple series of tests to show the level of children's attainment on entry) is undertaken early in the school year. The results show that children enter the reception class with generally average levels of attainment. The quality of teaching and learning is sound overall and the children make at least sound progress in all the areas of learning in the Foundation Stage.

64 By the end of their first year in school, most of the children will have achieved the Early Learning Goals; some will have exceeded them, especially in mathematical development and the reading element of communication, language and literacy. The findings of the current inspection indicate a similar picture to that reported in the previous inspection four years ago, but teaching was judged to be slightly stronger then.

65 The children are offered a broad and generally well balanced curriculum but there are weaknesses in the areas of physical development and personal, social and emotional development. The school does not provide children with regular opportunities for physical development through the use of small and large equipment, such as wheeled toys and low level apparatus within a safe, secure environment. Physical development is limited to two brief lessons each week in the school hall and manipulative activities related to knowledge and understanding of the world and creative development. These include the use of small tools and construction materials. This is a criticism which has not been addressed since the time of the last report. Although children are gaining some independence in their personal, social and emotional development, further opportunities are required to strengthen this area of learning.

66 Teachers' planning is thorough and detailed and is aimed during the summer term at blending the areas of learning for the Foundation Stage with the requirements of the National Curriculum as children reach the end of the reception year. This is particularly evident in communication, language and literacy and mathematical development. The basic skills in these areas are taught well and children produce a good volume of written work. Regular assessments are made to ensure children make sufficient progress. The classroom assistant makes a valuable contribution to children's learning by working closely with groups and by stimulating their interest. The teacher manages the class well and ensures that children sustain good levels of concentration in lessons. The ethos for learning is good. There are stimulating displays and the classroom is of a good size to cater for a range of activities. There has been an improvement in the accommodation since the last inspection. The school building has been extended and this has allowed the reception room to occupy a larger classroom area.

#### **Personal, social and emotional development**

67 Children make sound progress in this area and are expected to achieve the desired goals by the end of the Foundation Stage. Children are given clear instructions and are keen to be involved in practical activities. They concentrate well and listen to the teacher attentively at the beginning of lessons during explanation sessions. They are confident and use equipment imaginatively, linking together small plastic construction equipment to make a boat. Children handle apparatus sensibly and form good relationships with each other in play activities. However, more opportunities could be given to increase their independence,

for example by collecting their own equipment and allowing time for 'free choice' activities to be undertaken more frequently, so that children can initiate their own ideas.

68 The quality of teaching and learning is generally sound. The teacher gives children good guidance about what they are expected to do and how they need to behave. Children are encouraged to share equipment and collaborate in group activities but tasks are often too directed.

### **Communication, language and literacy**

69 Children enter the reception class with average attainment in the early stages of reading and writing and above average speaking and listening skills. They make good progress in these areas, especially in reading, and achieve at least average standards, often exceeding the Early Learning Goals by the end of the Foundation Stage. In reading, higher attaining children have a good sight vocabulary and use initial letter sounds well to help with word recognition. They talk confidently about the pictures in their books and know the main characters in the story. Lower attaining children are less confident but use the story structure well to predict the next word and refer to pictures in the book to help tell the story. Generally pupils communicate well with others. They sequence their replies to teachers' questions well. Children are good listeners and sustain good levels of interest. In handwriting most children produce well formed, clearly shaped letters; only the lower attaining children tend to reverse letters. Simple sentences are composed such as 'An egg was on a leaf' when writing about *The Hungry Caterpillar* but there is little evidence of independent writing. Many exercises rely on selecting verbs to complete the sentence or finding the initial blend of letters to begin a noun.

70 Teaching in this area is sound overall. The basic skills are taught formally, but very effectively. Reading and spelling activities are well supported by parents and by the setting of regular homework. Children's progress is monitored efficiently and the teacher matches work appropriately to each child's ability level. Rhymes are used effectively to explore sounds and repetition in poetry and the children enjoy these activities. However, there is a tendency to keep children sitting too long on the carpet instead of developing their skills in an informal group setting.

### **Mathematical development**

71 By the end of the reception year the vast majority of children exceed the Early Learning Goals in this area. They make good progress because teaching is good and children work hard on tasks to build up their basic number skills. As a class, children clap in rhythm when counting to 30 and sequence numbers. Average attaining children add and subtract numbers less than 10 successfully. When using coins they assemble a small group which make an overall value of 10 pence. Even lower attaining children count items accurately using dots on a fish. A small number of higher attaining children understand 'place value' and identify the correct value of digits in hundreds, tens and units. The majority of children in the reception class name basic two and three-dimensional shapes.

72 The teaching of mathematical development is good. The teacher has a good understanding of the subject and sets challenging tasks for the children. The early foundations of algebra are being laid down by good questioning and making children reason and calculate mentally. Addition and subtraction situations are set up in a practical way, for instance using a ferryboat to deliver and collect cars from each island. The teacher asks 'How many cars will be left on the boat if four get off at the next island?' Good

management of the class ensures that children remain on task. Activities are well structured and planned with good allowance made for children of different ability levels.

### **Knowledge and understanding of the world**

73 Children enter the reception class having had a variety of experiences in different pre-school groups. They make sound progress in the area of knowledge and understanding of the world and the majority of children achieve most aspects of the Early Learning Goals. Children make simple designs of the boats they intend to construct. They use scissors, sellotape, adhesives and masking tape to shape and assemble their cardboard boats. Children use the scissors confidently and persevere unaided until the task is completed. Individually, they place the boat in a tray of water to see if it will float, making appropriate comments about the buoyancy of the vessel. They know that boats are made of different materials and help to complete a class list of likely boat building materials. Other groups decorate fish that are drawn freehand with felt-tipped pens. They name fins and tails and use different colours to identify these features. Some groups of children build their own boats with sticklebricks and lego. When asked by adults in the classroom they explain the various features of their construction. The children have had the benefit of a visit to a local nature centre and experienced the wonder of seeing live pond creatures moving through the water, sparking their curiosity to find out more about the natural environment.

74 Teaching of this aspect is good. There are good opportunities created by the teacher for imaginative play and children respond well and with interest when creating their own models. A good range of resources is used and adult classroom support is effective by giving children praise and encouragement. The teaching methods are well suited to the age of the children. For instance, the plenary session, at the end of the lesson, reinforces the new learning gained from activities by applying the correct terms and by relating it to children's own experiences. One child tells the teacher, 'The Titanic hit a rock and sank because it couldn't hold the air'. The teacher carefully explains the reasons why the Titanic sank and clarifies the children's understanding.

### **Physical development**

75 Although most children will achieve the Early Learning Goals, the school's provision is weak because insufficient time is given each week for children to develop their skills using a range of equipment. Children change unaided and dress themselves in tee-shirts and shorts. They enjoy lessons in the school hall, putting considerable effort into their physical activity. They understand some reasons for an increase in the rate of heartbeat after warm-up activities. Children use hall space sensibly, and there are few collisions in chasing games. They follow the teacher's instructions compliantly and when asked to interpret the rhythm of the music, use their arms effectively to simulate the movement of a bird's wings. There is no secure outdoor play area with large equipment and wheeled toys, which means children are unable to improve their physical development and co-ordination, and progress is not good enough.

76 In the one brief physical education lesson observed, teaching was sound. The teacher's good behaviour management strategies ensured children remained on task and used their energy profitably to achieve the lesson objectives. Music from a CD player enlivened the lesson and aided children's creative development but this activity could have been given greater priority and expanded more fully. The lesson was well structured and moved along at a good pace.

### **Creative development**

77 Children make generally sound progress in this area and most achieve, and even exceed, the Early Learning Goals at the end of the reception year. Children listen well and enjoy the low and high sounds of Otis Redding's *Dock of the Bay*. They use instruments sensibly and are captivated by the vibration of Indian bells. Children respond well to the teacher's signals by increasing or decreasing sound levels. They sing tunefully, joining together to sing favourite well-rehearsed songs like, *A sailor went to sea*.

78 Teaching is generally good in this area. A good range of resources is provided to inspire children and the teacher provides good demonstrations. Children are well behaved and sit patiently waiting for their opportunity to play. The classroom assistant makes a valuable contribution to children's creative development by supporting small group activities and by heightening children's creative feelings by well-directed questions.

## ENGLISH

79 The 2000 test results for seven-year-olds were above the national average in reading and well above in writing. Standards were the same as those in similar schools. The tests for eleven-year-olds showed English standards to be well above the national average and average when compared to similar schools. Results at the end of Key Stage 2 have been well above the national average for the last four years for both boys and girls. The picture that emerges is one of consistently high achievement. Key Stage 1 test results have improved during the last four years and unconfirmed results for 2001 indicate that this trend has been maintained. Inspection findings are broadly consistent with test results, with current standards above the national average at the end of both key stages. There is no significant difference between the performance of boys and girls. Those pupils capable of higher attainment achieve appropriately high standards. The school has set challenging targets for its current Year 6 and is well placed to achieve these.

80 Pupils' attainment in speaking and listening is well above average at the end of both key stages. All pupils make very good progress in this area. Infant pupils speak clearly, fluently and confidently. They listen attentively to their teachers and to each other. They answer questions enthusiastically and share their ideas confidently. Most pupils speak in well-constructed sentences and delight in discovering new words and phrases. Many pupils in Key Stage 2 are confident and articulate. They take part enthusiastically in discussions and during assemblies. Pupils' communication skills are very evident in some impressive drama work undertaken in the lunch hour. Pupils have the confidence to challenge statements made by fellow pupils or their teachers, but do so in a constructive and polite manner. They take turns in discussions and have respect for the opinions of other speakers. In drama they suggest different forms of intonation and dialogue, with successful results and are able to evaluate their own performance and that of others sensitively and maturely. For example Year 6 pupils use Shakespearean language competently and confidently and understand how language has changed. Pupils with special educational needs make good progress as they are fully included in class lessons and are given space and time to contribute to the oral parts of lessons.

81 Above average standards are achieved in reading at the end of both key stages. All pupils, including those with special educational needs make good progress. Infant pupils read fluently, often with good expression, varying the voice in response to an exclamation mark or to words in capital letters. They recognise many words by sight but are learning to tackle unfamiliar ones, using their knowledge of letter sounds and blending them to build words. From an early age, pupils are encouraged to discuss plots and characters and to form opinions about stories. For instance, a pupil identified as 'talented and gifted' in Year 1

discussed the writing of Roald Dahl and T.S.Eliot's *Old Possum's Book of Cats* maturely and coherently. All pupils are encouraged to use the local library through frequent visits made by all year groups. They are exposed to a good range of texts, including poetry and play scripts. They empathise with writers and explain clearly why they like or dislike a particular author or text. Several classrooms contain class poetry anthologies, mainly written by class members, and several pupils opted to choose a book of poetry to read during the inspection. Average and more able pupils know how to access information in non-fiction books, including the use of an index, contents page or glossary. Most junior pupils can explain how to find a particular information book in the library and Year 6 pupils are familiar with the techniques of skimming and scanning. Several pupils have benefited from a successful family literacy scheme and pupils with special educational needs receive good support to promote their progress in reading by the provision of appropriate reading material for their age and stage of development and targeted support.

82 Standards in writing have improved considerably since the last inspection and Year 6 pupils produce some very impressive work. Two ten-year-old boys, for example, wrote a sensitive and perceptive autumn poem, about a small shrine in the school grounds:

A cold wind blows and realistic statues stare.  
While gold, cold Jesus hovers on a stone cross.  
Bare trees sway in the blustery wind, with roots that rise  
over the ground covered with mushy leaves and rough bark.  
Fluffy white clouds pass over blazing grass – half-scattered with autumn leaves,  
and people run down the path, opening the rusty gate that waits to be oiled.  
Children push past the thorn bush.  
All alone in the middle of the playground stands the fir tree.  
The only tree with leaves.

83 Pupils' attainment in writing at the end of Key Stage 1 is above that expected nationally. Higher attaining pupils achieve well above average standards. Many pupils write in a neat joined script, most common words are spelt correctly and pupils use their knowledge of phonics well in their writing. They use full stops and capital letters correctly. Presentation of work is a strength of the school at both key stages. There is broad coverage of the curriculum and pupils practise a wide variety of styles, such as stories, poems, reports, book reviews and recounts. Many pupils are correctly joining their letters and developing a legible style of handwriting. All pupils are confident about writing independently and are not afraid to 'have a go'.

84 Key Stage 2 pupils write in a good range of different styles. For instance, Year 4 pupils write thoughtfully and sensitively about cruelty to animals whilst Year 6 pupils write convincing and well argued formal and informal letters. Spelling is taught in all classes and pupils learn their weekly spellings conscientiously.

85 The quality of teaching is good in both key stages, with some very good teaching seen in Years 1 and 6. In the very good lessons, teachers prepare their lessons very well and identify clearly the learning that they expect pupils to acquire. This enables pupils to focus their thinking, stimulates their interest and motivates them to concentrate and learn. They have high expectations of both pupils' work and behaviour. English work is planned to be challenging and builds on pupils' knowledge, which raises attainment. The literacy hour is established well in all classes and planning and record keeping have been adapted so that teachers are very clear about what they have to teach and assess. This has had a good impact on raising standards for all pupils. There are, however, too few opportunities for pupils to follow their own lines of enquiry or to engage in self-chosen research.

86 There are adequate resources although some texts are well worn and some books dated. Pupils word-process their work skilfully and have experienced using different fonts, colour and design features. There is limited space for displays in some classroom areas, so teachers have been creative in the use of hanging displays, e.g. in Year 2. There is a good range of dictionaries and thesauruses available in all classrooms, with each room containing copies with varying degrees of sophistication to cater for the ability ranges. Some classrooms have reading areas, but these tend to be small due to the space available and some books are arranged beyond the normal reach of the pupils. The library is small and the books are placed on high shelves making access difficult.

87 The management of the subject is in a period of transition. The retiring headteacher is currently the co-ordinator for English and the newly appointed headteacher will assume leadership of the subject when she takes up post in the autumn. In the intervening period, two members of staff are ensuring that the subject continues to develop and that the priorities identified in the school's development plan are implemented. There is a clear policy together with useful guidelines for the teaching of English. The absent headteacher monitored teaching and learning in all classes last year, as have members of the governing body. Teachers keep detailed records and each pupil has a portfolio of levelled, annotated work illustrating their achievements in English. Opportunities are missed for sharing short-term targets with pupils and parents but challenging targets are set for Year 2 and Year 6 pupils at the end of the preceding year.

## **MATHEMATICS**

88 Inspection evidence shows that pupils are reaching well above average standards in mathematics at the end of Key Stage 1 and above average standards at the end of Key Stage 2. The National Curriculum test results for 2000 support this judgement. Compared with similar schools, where pupils are drawn from similar backgrounds, attainment levels are well above average in Key Stage 1 and average in Key Stage 2.

89 Standards have improved rapidly in Key Stage 1 over the last three years; many more pupils are achieving the higher level 3 grade and fewer pupils are working at below average levels. There has been a good level of improvement in standards since the last inspection. The introduction of the National Numeracy Strategy, the improved quality of teaching and the good quality monitoring by the co-ordinator have all made a positive impact on the raising of standards. In Key Stage 2, standards have fluctuated due to the varied size and composition of each year group. Some outstanding results were achieved between 1997 and 1999 but since then standards have levelled off to above average compared with all schools nationally. Nevertheless, when compared with the findings of the previous inspection report, the attainment of pupils reaching average and above average levels has risen by 14 per cent. The introduction of the National Numeracy Strategy has had a favourable impact on improving standards in Key Stage 2 too. Girls generally do slightly better than boys in national tests in both key stages which is against the national trend. However, differences are marginal and variations occur from year to year. The school sets realistic targets for improvement year by year depending on the mathematical ability of each year group. Their target for 2001 of 85 per cent of pupils in Year 6 achieving the average level 4 and above appears to be attainable.

90 All pupils, including those with special educational needs and those in Key Stage 1 recognised as being talented, make good progress. Pupils progress well because the school creates a positive learning atmosphere and teachers have high expectations of what pupils will be able to achieve. The school tests pupils annually, using a nationally

recognised test and this information shows quite clearly good levels of improvement. Comparing test results in Key Stage 1 mathematics for 1997, with predicted scores in National Curriculum tests for the present Year 6 pupils, shows that all pupils are achieving better than expected levels of improvement. For instance, those lower attaining pupils who achieved lower level 2C in the National Curriculum tests in Key Stage 1 four years ago are now working at the average level 4. This exemplifies good progress.

91 Pupils with special educational needs and those who have a particular talent in mathematics receive good support from teachers and classroom helpers. The work they are expected to complete in lessons is generally well matched to their ability levels and their performance is closely monitored. Teachers ensure that these pupils participate fully in lessons by asking questions that are well matched to the level of their understanding.

92 By the end of Key Stage 1 all pupils have a thorough understanding of odd and even numbers. They are beginning to grasp the notion of multiplication tables through equal addition of numbers by counting in 2s, 5s and 10s. However, the small number of lower attaining pupils find it more difficult to explain the multiples of 10. Pupils have a good knowledge of the value of coins and make up sums of money using coins less than a pound. The higher attaining pupils have quite advanced strategies for problem solving. They break down written statements into mathematical equations, using the correct symbol to match the process. They explain their reasoning logically. Almost all pupils in Year 2 can measure accurately, using a ruler marked in centimetres and recognise basic two and three-dimensional shapes, identifying faces, corners and edges.

93 By the end of Key Stage 2 pupils have a good understanding of multiplication tables and use these effectively in their calculations. They are familiar with number squares and square roots. In number work they use negative numbers in their calculations and use and interpret co-ordinates in all four quadrants. Pupils are developing an understanding of the link between percentages, fractions and decimals and convert these in set exercises. They have a good knowledge and understanding of angles. Lower attaining pupils name acute and obtuse angles and, with help from a classroom assistant, measure these to the nearest degree accurately. Higher attaining pupils are beginning to use brackets when completing problems that require more than one mathematical process. Pupils construct and interpret temperature charts and know mean, mode and median. Pie charts are also used to represent collected information, but there is no evidence of the use of ICT to produce a polished result of a completed piece of work.

94 The quality of teaching and learning is good throughout the school with some examples of very good teaching in both key stages. Teachers have very good subject knowledge, often derived from the National Numeracy Strategy framework document. They use good technical vocabulary, which increases pupils' knowledge of the subject. The basic skills are taught well, especially in the mental sessions at the start of lessons. Quick fire questions on basic calculations speed up pupils' reactions and help them to use their skills in problem solving activities. Teachers often ask pupils to explain their methods of calculation and this gives other pupils in the class an insight into how mathematical problems can be solved in different ways. Lesson planning is thorough and aims to build on pupils' previous learning. Invariably learning objectives are shared with the pupils so that they understand what they are about to learn. Teachers' expectations are high. They set challenging tasks that make pupils reason and use their skills to unpick problems or complete calculations. A variety of methods is used by teachers, often based on good questioning skills. In a Year 2 lesson the teacher ensured pupils thought carefully by posing open-ended questions, such as 'Why do you think?' and 'How did you solve this problem?' The plenary session at the end of the lesson is used effectively to consolidate the learning

and clarify any misunderstandings that may have arisen. Generally, teachers manage their classes well and ensure that pupils concentrate and retain interest. However, on occasions, particularly in Key Stage 1, teachers allow too much restlessness to remain unchecked and pupils produce insufficient work in the time allocated for the lesson. Support staff make a useful contribution to lessons by supporting pupils but sometimes at the start of lessons during the teachers' explanations they receive no clear guidance on the role they are to undertake. Pupils generally work hard and produce a good volume of work, especially at the end of Key Stage 2. They collaborate well and are enthusiastic. Most pupils have very mature attitudes and would cope quite easily with more independent work but too often tasks are teacher directed and pupils do not undertake their own research. Pupils' behaviour is good or even very good in almost all lessons. Teachers mark pupils' work regularly. They give pupils encouragement through positive comments, but do not always give an indication as to how further improvement might be made. Homework is used well to support the work undertaken in school.

95 The curriculum offers pupils good learning opportunities. All the prescribed areas of National Curriculum mathematics are covered thoroughly. Numeracy skills are promoted well, resulting in high standards throughout the school. Assessment procedures are good and identify the stage of development and attainment level for each pupil. Class targets are set for the end of each school year but individual, short-term targets are lacking, so that pupils are not always clear of the next step they need to achieve.

96 The co-ordinator, who is at present the acting headteacher, leads the subject very well. She has a clear overview of standards in the school, including the quality of teaching and learning. Analysis of test results is well established and the information is used well to focus on identified areas of weakness in curriculum provision. Subject action planning is effective; it is linked to the whole school development plan and is founded on good, well researched information.

97 The school accommodation is satisfactory for the teaching and learning of mathematics but in Key Stage 1 classrooms are very small and it is difficult for teachers to undertake investigative activities of a practical nature because there is insufficient space.

## **SCIENCE**

98 At the time of the last inspection attainment and progress by the age of seven were as expected, with good progress in Key Stage 2 leading to standards being judged to be well above national averages by the age of eleven. There is a similar picture at present, with standards at the end of Key Stage 1 in line with national averages, and above this by the end of Key Stage 2. While teacher assessment last year at the age of seven showed pupils to be above national averages, the relatively small number of pupils in each year group means that standards are likely to fluctuate from year to year.

99 Standards in tests at the end of Key Stage 2 last year were in line with national averages, and below those found in schools with a similar proportion of pupils receiving free school meals. The attainment of the current Year 6 pupils is better than this, and is above the national average, because of a greater emphasis on ensuring pupils understand specific scientific vocabulary. In addition, there are fewer pupils with learning difficulties in the current Year 6. These judgements are based on looking at pupils' books and talking to pupils at the end of both key stages, as well as their attainment in the lessons seen. Apart from the dip last year, pupils' progress in science at Key Stage 2 has been consistently good over the last four years, whether measured against schools nationally or within the school itself. The weaknesses in assessment mentioned in the previous inspection report

have been rectified, and the school has maintained a sound level of improvement in the subject.

100 Pupils in Key Stage 1 cover all areas of science, although some of these are only visited every other year, due to the planning being done over a two-year cycle. As a result pupils in Year 2 have some gaps in their knowledge and understanding, although the way in which they attempt to answer questions shows they can think scientifically. The newly adopted scheme of work, based on national guidelines, means this will not be a problem in future. In terms of knowledge the pupils are most confident when talking about plants and animals, as shown by Year 1 pupils in a lesson where they look for similarities and differences between two plants brought in by their teacher. Pupils are less sure of areas such as electricity and magnetism.

101 There are plenty of chances for pupils to experiment at both key stages, and older pupils are very clear about the importance of fair testing. However there is very little evidence of pupils being given the opportunity to be responsible for designing their own experiments, whether through choosing resources, equipment or methods. As pupils in the school work well independently, and have responsible attitudes when given tasks to carry out, such challenges to work like 'real scientists' would help them to understand how to construct a test to prove or disprove a theory or prediction.

102 By the end of Key Stage 2 pupils have a good basis of knowledge and understanding. Like their younger counterparts they talk confidently and are able to reason their way to answers. They use scientific vocabulary such as *material*, *habitat*, *translucent* and *friction*, and their explanations are logical and lucid. They are well informed about all aspects of science and are enthusiastic about the work they do. In lessons they answer questions readily and co-operate with each other when sharing equipment. Behaviour is usually good and pupils respond well to their teachers.

103 Science lessons were seen at both key stages, and were sound overall, although there were both good and unsatisfactory lessons as well. The single unsatisfactory lesson was not representative, and was linked to pupil organisation and management rather than to any shortcomings in the lesson's scientific content. Teachers plan and prepare thoroughly, pitching work at appropriate levels to extend pupils of all abilities. As a result all pupils make sound progress, including those with special educational needs. Teachers focus on using the correct scientific vocabulary, and this clearly transmits itself to the pupils. From lessons seen and work in pupils' books, the format for teaching appears similar throughout the school, consisting of an introduction and discussion with pupils, followed by an activity and another discussion. Occasionally varying the approach would both enliven lessons and increase pupils' interest.

104 While pupils increasingly write freely about their findings as they get older, in both key stages there is an over-reliance on worksheets to be filled in, which limits the higher attaining pupils in particular. Pupils make use of both literacy and numeracy skills in science, for instance when recording scientific experiments. However, there is no planning for this, and as a result there is no consistent development, with pupils building on skills from year to year. Homework is well used, with sensible tasks set, which pupils can carry out at home and which extend their understanding. Wider demands could well be made of pupils' research skills in school; although teachers sometimes plan ICT into lessons, pupils do not use CD-ROMs or information books regularly to confirm or extend their knowledge.

105 The co-ordinator works hard to develop science. The new scheme of work aims to improve on the consistency of coverage of the various aspects of science. The co-ordinator

is not able to observe lessons and does not have a clear picture of standards across the school. The quality of science displays is not consistently high enough. Displays do not always celebrate pupils' achievement or pose questions and challenges to make them think.

## **ART AND DESIGN**

106 By the time they are seven and eleven, pupils produce work that is in line with national expectations, using a wide variety of media and techniques. High standards of observational drawing are still achieved, as was the case during the previous inspection. All pupils, including those with special educational needs, achieve well.

107 By the age of seven, pupils use paint, collage, pens and pencils to create an appropriate range of imaginative and illustrative work. Year 1 pupils achieve average standards when designing and making paper collages, painting self-portraits and experimenting with shades of red paint. In Year 2 pupils consolidate their drawing and observational skills effectively. Good learning is evident in the attractive, colourful 'Conkers' collage, using natural materials such as cones, feathers and leaves. When discussing this collage with an inspector, pupils demonstrate their ability to select carefully the most appropriate material to use.

108 Junior pupils make good use of their sketchbooks. These contain interesting planning ideas and preparation for using certain techniques, for instance sketching figures in action. Pupils build on skills and techniques well. They sketch with increasing accuracy, using their pencils skilfully to provide shading to give added form and depth to their line drawings. They have been taught to mix colours effectively and Year 3/4 pupils practised this independently, achieving subtle skin tones when painting figures. Year 4/5 pupils use ICT effectively when they produce their own aerial pictures using the *Dazzle* program. Year 5/6 pupils evaluate their own and famous artists' portrayal of facial expressions maturely and use the knowledge gained to create dynamic facial expressions using clay. One pupil's mask was particularly effective, as it was identical to the face in *The Scream* by Munch. Year 6 pupils have an impressive knowledge of famous artists and their work.

109 Teaching of art and design is good. It was very good in two of the lessons observed. Pupils are taught new skills and given opportunities to practise and improve them. For instance, teachers use the work of other artists sensitively and effectively to suggest how pupils might improve their work. This helps pupils to reflect on their work and to try to improve it. Teachers use sketchbooks effectively and pupils realise that they can rehearse their skills and ideas before completing a finished picture.

110 The accommodation places restrictions on some art activities as Year 4/5 pupils have to go to the Year 5/6 class to collect water and wash hands. The subject is very effectively co-ordinated. New clear and comprehensive schemes of work have been written to aid teachers' planning. Art displays are colourful and effective; for instance, a stunning tile printing display by Year 3/4 pupils, which skilfully incorporated design, technology and acrylic printing.

## **DESIGN AND TECHNOLOGY**

111 Standards of attainment are in line with national expectations at the end of both key stages, as they were at the time of the last inspection. The school made a conscious decision to maintain the teaching of design and technology at a time when many schools

chose to reduce the focus, and this continuity of experience contributes to sound progress over time.

112 The school uses a scheme of work prepared by another local education authority. While this ensures coverage of all aspects of the subject, because of the mixed age classes in the school the scheme is taught in two cycles, with only half the units taught in any year. Pupils usually undertake two 'design and make' assignments each year. As a result some pupils have not experienced some aspects of the curriculum, such as motorised or controllable vehicles or machines. From September with national guidelines in place, pupils will experience all aspects of design and technology.

113 No lessons were seen in the course of the inspection, so judgements are based on talking to pupils and teachers and looking at pupils' work. Pupils are very interested in the subject, particularly as they get older, and talk with enthusiasm about the things they have made, suggesting that they are taught very positively. Younger pupils tell of models that they have made powered by hydraulics: 'You push a plunger into a tube and it makes it lift up!' A display on the wall shows pupils in Year 1 making cardboard models with sliding parts, while next door Year 2 develop this, using cardboard hinges to animate their models, such as a dog who wags his tail. Pupils explain clearly how these models work.

114 Year 6 pupils discuss design and technology animatedly, although some of the work they describe, such as papier-mâché figures to show movement, or clay masks with theatrical expressions, overlap with the art and design curriculum. Some confusion arises because they record designs in their art sketchbooks. These tend to be pictures rather than diagrams, and do not include scale or measurements, a lost opportunity to practise mathematical skills for a real purpose. They list materials to be used, and sometimes draw a second design if the first effort goes wrong or to make it stronger. Although they talk about the results afterwards there is limited evidence of written evaluation.

115 Although the work planned includes powered models in both cycles, Year 6 pupils have not yet had this experience, which links effectively to both science and ICT. There is currently no planned development of skills to help pupils to apply making or joining techniques with increasing sophistication. The work seen is well produced, indicating that teachers have sound knowledge and understanding of the subject.

116 The co-ordinator has only had responsibility for design and technology since the beginning of the school year. No monitoring of teaching and learning has taken place. The introduction of a new scheme of work provides a good opportunity to review practice to ensure that the existing knowledge and enthusiasm is given a clear structure within which pupils can develop both their skills and their understanding.

## **GEOGRAPHY**

117 At the end of both key stages, standards are satisfactory and pupils make sound progress. Only two lessons were seen during the inspection. In the Year 5/6 lesson, pupils made good gains in their understanding of the importance of different locations such as mountain environments. Year 2 pupils demonstrated that they realise how local buildings are linked to specific occupations. Information was also gathered from work scrutiny, wall displays and discussions with Year 2 and Year 6 pupils. By the end of Key Stage 1, pupils have a satisfactory knowledge of the local area through studying houses and other buildings. Pupils also identify local occupations and predict what they would like to do when they are adults. Useful opportunities are taken to link geography with other subjects, for instance teachers remind pupils of the petrol crisis and its impact on people's capacity to

travel. By the age of seven, pupils have learnt to express opinions about different places. They understand simple directional instructions using 'left' and 'right,' and using the four points of a compass accurately. They enjoy plotting their routes to school using simplified plans of the local area. Pupils compare and contrast their local area with the fictitious Scottish Isle of Struay. They locate and name the countries of the British Isles on a map and write their own addresses accurately.

118 Year 6 pupils use symbols on Ordnance Survey maps competently and correctly identify features of mountains and rivers. They read and use eight points of a compass and follow simple maps. They formulate simple geographical questions to find out about different places. Unfortunately pupils in Year 6 have become rather disenchanted with geography. They feel that the subject is generally boring and has nothing to commend it. By explanation they refer to a recent topic on mountains and even though a visit to the Heights of Abraham in Matlock had been of interest, they found the recording of the visit to be a chore. They have also taken part in a residential visit to Crich but fail to associate the visit with the study of geography. One Year 6 pupil tried to explain the disinterest by saying, '...good for life, but not very interesting. It will help us, but...'. Pupils were more enlivened when they recalled comparisons made with other countries and when they had opportunities to compare life-styles, homes, food and customs. Comparisons have been made with Zambia and a village in India. They have also found out how maps are made and have created their own maps of fantasy islands, using traditional Ordnance Survey symbols, an activity that was enjoyed by the pupils.

119 Co-ordination of the subject is satisfactory. The co-ordinator has only been in post since Easter 2001. A geography policy, programme of study and scheme of work have been introduced but these have yet to be implemented and monitored to ensure that the content is interesting to all pupils and is taught in a lively and stimulating manner. There are adequate resources. Some use is made of maps on classroom walls but this is not universal throughout the school. ICT is used effectively in geography, for example pupils and staff used a digital camera to record the visit to Crich.

## **HISTORY**

120 Standards in history are average at the end of Year 2 and above average at the end of Year 6.

121 During the inspection, due to timetabling arrangements, it was possible to see just one history lesson in Key Stage 1 and two lessons in Key Stage 2. Based on this small sample, the quality of teaching is at least satisfactory in history. Pupils' past work was scrutinised and discussions took place with Year 2 and Year 6 pupils.

122 Year 2 pupils study famous people from the past and during the inspection had the opportunity to 'interview' Florence Nightingale – a visitor in authentic costume from the period. Pupils had researched at home and several pupils brought in information from the Internet. One boy was able to show various photographs of Florence Nightingale during her life and explain why she had changed in the photographs. Pupils are developing an idea of chronology by comparing life in the past with the way it is today. They compare bathrooms and kitchens, looking at the ways in which routine chores had to be carried out before the invention of various modern appliances. A small amount of work was recorded in history files, and extending the ways in which history can be recorded is an area for development.

123 Discussions with Year 6 pupils indicate that they have a good knowledge and understanding of important historical events and competently place them in chronological

order. They appreciate the value of artefacts, and distinguish between fact and fiction. Pupils' interest in the subject is evident. They speak with great enthusiasm about the topics they have studied and can recall many of the activities undertaken. These include the Ancient Romans and Greeks and the Tudor, Stuart and Victorian eras. Pupils clearly understand the links between different subjects, for instance with art and design when making Green urns and clay Tudor masks and with literacy when designing cartoon strips to record historical events. They connect work on the Roman era with the Crucifixion in religious education. They compare modern Olympic Games with those of the past, identifying similarities and differences in the types of events, costumes and traditions. Others trace the voyage of Sir Francis Drake and recall the key facts. They distinguish villains from heroes, use time-lines, undertake character profiling (e.g. Henry VIII) and practise literacy skills such as note-taking. They are beginning to research on their own using a variety of sources. They recall with great pleasure using drama to depict historical events. One pupil referred to history as 'landmarks in our lives'. He stated that the visit by the inspection team would be history by the following week! There was consensus amongst the pupils that history is a popular subject.

124 There is satisfactory leadership of the subject, but no opportunities to look at teaching and learning in other classes. The co-ordinator has worked hard to update the policy and scheme of work in line with the revised National Curriculum. Resources for teaching history are adequate: artefacts are borrowed from local resource centres to supplement the books, videos and CDs and other material available in school. Pupils are encouraged to research at home and when visiting the library. Several examples of information gained from the Internet were seen. One boy's family had researched back through twenty generations with him and had sent off a blood sample through an Internet search, gaining feedback that they were direct descendants from William the Conqueror.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

125 The school has made good improvements in ICT since the previous inspection report, when standards were found to be in line with national expectations at both key stages. While this is still the case at Key Stage 1, pupils' knowledge and understanding by the end of Key Stage 2 are above what is expected. Pupils of all abilities in Year 6, including those with special educational needs, make good progress and are able to discuss different applications of ICT in reasonable depth. While the school has invested in sufficient software to cover all areas of the curriculum, the relatively low number of computers restricts pupils' opportunity to practise and consolidate the skills they are taught. It is to the school's credit that they perform as ably as they do.

126 No lessons were seen in Key Stage 1, so judgements are based solely on talking to pupils and teachers and looking at pupils' work. Younger pupils in the key stage use a word-processing program and use different fonts, varying the size and colour as well. Operating a literacy program to match words which rhyme they display confident 'mouse' skills and work without the teacher needing to intervene, sharing and taking turns. By the age of seven they use a paint program to produce colourful art in the style of Mondrian. They build on their word-processing skills, learning the function of different keys and beginning to edit their writing. There are gaps in their knowledge, however: although they have saved work previously they cannot remember how they did it. They have not used CD-ROMs to research information, nor learned how to give instructions to make a floor turtle move.

127 Only one lesson was seen in Key Stage 2. A skilled volunteer taught a group of Year 6 pupils how to program a set of lights to change in sequence. As a result these pupils

made good progress in their knowledge and understanding at an appropriate level. The other pupils also work in groups, supported by adults, as they learn how to give instructions to make a floor turtle move. The scheme of work the school has adopted, based on national guidelines, expects this to be covered by pupils in Year 2. While the pupils are making progress, their skills are at a low level.

128 Conversation with pupils in Year 6 suggests that this is an isolated shortcoming. In most other areas of ICT they demonstrate both knowledge and understanding, although as may be expected lower attaining pupils are less confident. However pupils themselves say that they have too little time for 'hands-on' experience, and therefore too few opportunities to practise their newly acquired skills or develop them further. An example of the way in which this affects pupils' progress is that lower attaining pupils in Year 6 cannot remember how to save their work, although they have been taught the technique. The school shares these concerns. Although the school is now connected to the Internet, pupils' only experience of using e-mail is when making a residential visit.

129 There are examples of ICT being used in other subjects to good effect. Designing questionnaires for pupils to use so that the questions match the structure of a database in Year 4/5 promotes both literacy and numeracy. Pupils use programs in both English and mathematics that are pitched at the right level to challenge them, for example in spelling or number. Pupils with special educational needs often work with adult support, and when able to do so make good progress.

130 Two co-ordinators share responsibility for ICT, which helps to spread the burden and at the same time gives them the chance to bounce ideas off each other. They have introduced an assessment system that, while in its early stages, promises to be a useful aid to checking the progress made by individual pupils. Considering the restrictions imposed by the limited opportunities for pupils to use computers they are doing a good job, but it is hard to see how the subject can be taken forward without some development of resources.

## **MUSIC**

131 Standards in music are in line with those found in the majority of schools by the end of both key stages. Pupils enjoy music, especially singing. Pupils sing a range of songs pleasantly. Their diction is clear and they listen carefully to the music between verses. Pupils concentrate well, sing tunefully and learn melodies and words quickly. The older pupils make a good contribution to the singing in assembly. This helps the younger pupils to learn words and tunes more quickly.

132 In the three lessons seen, the quality of teaching and learning was good in Key Stage 1 and very good in Year 5/6. Year 1 pupils enjoy identifying the rhythm of words in simple rhymes, such as *The Grand Old Duke of York*. The majority of pupils repeat short rhythmic patterns successfully. Higher attaining pupils maintain a strong beat in simple accompaniments. Pupils join in readily and with enthusiasm, demonstrating good clapping control. Year 2 pupils explore sounds and how they can be adapted and arranged to create sound pictures. Good use is made of Vivaldi's *Four Seasons* to interest and inspire the pupils. They are keen to create their own weather sounds using body parts and percussion instruments. Very good teaching and learning occurred in a Year 5/6 music lesson. Pupils performed songs from their play *A Happy Ending*. Songs were very relevant and well chosen, including *SATs Results Blues* and *Witches' Prayer* based on their literacy work. Teaching was lively and inspirational. As a result pupils sang tunefully and with expression. They were keen to evaluate and improve their performance encouraged by the teacher's infectious enthusiasm. Overall progress is good.

133 There are two temporary co-ordinators, ably ensuring that music continues to flourish despite the absence of a music specialist. A comprehensive scheme of work aids teachers' planning. Resources are adequate and there are good extra-curricular music clubs. The school choir is taking part in a summer concert. The choir receives additional training from a teacher from a nearby secondary school. The quality of singing during a choir practice was superb. Music makes a good contribution to pupils' spiritual, social and cultural development.

## **PHYSICAL EDUCATION**

134 Pupils attain standards broadly in line with those expected for their age by the end of Key Stage 1, but by the end of Key Stage 2 pupils generally reach above average standards. All pupils, including those with special educational needs, make at least sound progress in the subject. However, towards the end of Key Stage 2 greater progress is made because the quality of teaching and learning is better. Similar standards have largely been maintained since the last inspection, although teaching is now slightly stronger in Key Stage 2. The introduction of a new scheme of work is also beginning to give the subject a better balance and structure across all the elements of the physical education curriculum.

135 At the end of Key Stage 1 pupils explore basic skills in their gymnastic lessons by moving in different directions and at different levels. They reproduce simple actions but their levels of control and co-ordination are underdeveloped. Through teacher-led discussion they talk about their performance and proficient pupils give demonstrations as a model of good practice. Pupils know how to exercise safely and are involved in warm up activities. They use the hall space properly and lift apparatus safely, as a team.

136 At the end of Key Stage 2 pupils combine and apply their skills well in games lessons. They show good control and fluency of movement in basketball activities. Pupils create their own techniques for improving their skills, giving each other encouragement and advice. They are beginning to understand tactics in game situations but many pupils are not using the space within the court sufficiently to outwit their opponents. Pupils understand clearly the reasons for a steadily progressive warm up and cool down activity, so that the body adjusts properly to the change in heart rate. The sponsored fitness training has given pupils a good understanding of the need to remain fit and healthy.

137 Standards in swimming are above average in Key Stage 2. The school follows the Derbyshire schools award scheme. Evidence provided by the school shows that the majority of pupils in Year 6 swim distances well beyond 25 metres, using a variety of strokes. They tread water and make a head first entry into the water. They are very aware of water safety. Only a very small percentage of pupils are at the early stages of swimming.

138 No judgement can be made about the overall quality of teaching and learning in Key Stage 1 because only one lesson was observed during the inspection. In this lesson praise was used effectively to manage the class and the structure of the lesson was appropriate for the age of the pupils. However, the pace was too slow because too much time was spent waiting for the apparatus to be put into position. Tasks did not challenge the pupils sufficiently and as a result learning levels were unsatisfactory.

139 In Key Stage 2 teaching and learning are satisfactory with very good teaching in Year 6. The teacher has good subject knowledge and teaches basic skills such as basketball techniques very well. All teachers have high expectations and explain carefully to pupils what they need to do to improve. This results in pupils developing a good

understanding of their own learning and in the acquisition of good skills and knowledge in the subject. Pupils' concentration levels can wane towards the end of lessons if teachers' explanations are too long or if they have to wait their turn to perform.

140 Almost all pupils are enthusiastic and enjoy physical education lessons. They generally behave well and work well together in groups. Staff ensure pupils are appropriately dressed for physical activity and that jewellery and watches are removed for the sake of safety.

141 The subject co-ordinator is comparatively new to the post and is beginning to make a positive impact on the development of physical education. A new scheme has been introduced and assessment procedures have been developed in readiness for the new school year. The monitoring of the quality of teaching and learning is not yet undertaken, and so, as yet, the co-ordinator does not have a clear picture of standards throughout the school. Learning resources are good and used effectively in lessons, both in the school hall and outside on the small grassed area and playground.