

INSPECTION REPORT

**MEADOW FARM COMMUNITY PRIMARY
SCHOOL**

Chaddesden, Derby

LEA area: City of Derby

Unique reference number: 112572

Headteacher: Mr Howard Jones

Reporting inspector: Mrs Shelagh Halley
8203

Dates of inspection: 15 – 18 January 2001

Inspection number: 207471

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Foyle Avenue Chaddesden Derby
Postcode:	DE21 6TZ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Carron Stevenson
Date of previous inspection:	12 October 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8203	Shelagh Halley	Registered inspector	History Music Religious education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught?
9974	Geza Hanniker	Lay inspector		Pupils' attitudes, values and personal development Spiritual, moral, social and cultural development How well does the school care for pupils? How well does the school work in partnership with parents?
16408	Christopher Rhodes	Team inspector	Science Geography Physical education	How good are curricular and other opportunities?
31862	Julia Coop	Team inspector	Equal opportunities Special educational needs English Art	
21372	Ken Hobday	Team inspector	Provision for the foundation stage Mathematics Information and communication technology Design and technology	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Meadow Farm Community Primary School is situated in a residential suburb of Derby, in an area of mixed private and social housing. It is part of the Derby North East Education Action Zone, set up in September, 2000, to improve the quality of education offered. There are 272 pupils on roll, aged between 3 and 11. This is a bigger school than most other primary schools. At the time of the inspection, there were 26 children under five in the reception class and a further 48 in the nursery, 24 attending each half-day session. There are no children from refugee or travelling families and no children with English as an additional language. There are very few pupils from an ethnic minority background. The school's register of pupils with special educational need numbers 41, a proportion which is below the national average. Six pupils have statements of special education need, a proportion which is broadly in line with the national average. The needs covered include moderate learning, emotional and behavioural, speech and communication, multi-sensory impairment and autism. Pupils are admitted to the school with a broad range of abilities, although there are weaknesses in communication, language and literacy and in mathematical understanding.

HOW GOOD THE SCHOOL IS

Meadow Farm is an improving school. Taking into account the rising standards in the core subjects of English, mathematics and science at the age of eleven, the much-improved standard of teaching, the careful leadership and management, the school is increasingly effective and now gives satisfactory value for money.

What the school does well

- Improving standards in the core subjects of English, mathematics and science at the age of eleven
- The very good management of provision for pupils with special educational needs with the good use of well-trained learning support assistants
- Provision for pupils' spiritual, moral, social and cultural development
- The good provision for pupils under five in the Foundation Stage
- The good care provided for pupils' health, safety and well-being, including procedures for child protection

What could be improved

- Standards attained by more able pupils in the core subjects of English, mathematics and science
- The quality of the curriculum
- The role of co-ordinators
- The early identification of pupils with special educational needs in Key Stage 1
- The effective use of assessment data in order to set individual targets based on pupils' prior attainment

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October, 1998, when it was judged to have serious weaknesses. Areas identified for development were the raising of standards in teaching, reading, writing, mathematics, science, information and communication technology and religious education. Owing to staff changes in Key Stage 1, and the fluctuating attainment of pupils on entry, standards at the age of seven are improving dramatically in Key Stage 1 and, by the age of eleven, are improving steadily in English and mathematics, with significant progress in standards in science. Twenty-three per cent of the teaching observed in the last inspection was unsatisfactory, and this has now been reduced to a very small proportion, showing that teaching standards have risen considerably. Standards in religious education are better in Key Stage 1, and the subject now meets statutory requirements, although there is still scope for further improvements in standards at the age of eleven. The very recent initiative of skills lessons in information and communication technology is already showing signs of positive impact on the attainment of pupils. The recommendation that targets should be set in reading and writing for each year

group has not been sufficiently addressed. Overall, there has been satisfactory improvement and the school has plans to improve provision which will meet other recommendations.

STANDARDS

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

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

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

Standards of attainment in the national assessment tests at the age of eleven show an improvement in all three core subjects, although English was still below the national average in 2000 and below the average in comparison with similar schools. This, however, is great improvement over the previous year when results put the school in the lowest 5 per cent nationally. Standards in mathematics are in line, both nationally and in comparison with similar schools, and in science are in line with the national average, and above the average for similar schools. The trend in improvement has been above the national level for the last two years and is rising steadily. The school met its targets in English, and exceeded them in mathematics.

Standards at the age of seven were below the national average in reading and mathematics, and well below in writing. In comparison with similar schools, Key Stage 1 results are below average. This is because the use of assessment data is not properly based on pupils' prior attainment which means that tasks are not suited to the needs of individual children and often lack sufficient challenge. The school now needs to set targets that are based on pupils' prior attainment. However, the school is aware of this and has prioritised this area for development in the current school improvement plan, having prepared a thorough and comprehensive policy for the use of assessment data which is yet to be implemented.

Children under the age of five in the Foundation Stage are likely to meet the expectations of the national early learning goals.

In work seen during the inspection, standards in all three core subjects are broadly in line with the national average at the end of both key stages, which speaks well for the improvement being brought about through various initiatives – national, local and school-based. A particular strength is the investigative and experimental work done in science. Unfortunately, the same application of knowledge and understanding is not carried over into mathematical investigation. The majority of pupils make satisfactory progress, although this is slow in the early years of Key Stage 1, but becomes more rapid in Year 2. The rate of progress slows again in some classes in the lower junior phase, but picks up again and is much improved by the end of the key stage. Pupils with special educational needs make good progress towards the targets in their individual education plan, but there are not enough demanding tasks for pupils with prior higher attainment so that they can achieve their best.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils generally settle well to work and tackle their tasks willingly.
Behaviour, in and out of classrooms	Good. Pupils behave well, both in the classrooms and around the school.
Personal development and relationships	Good overall. The quality of relationships between pupils, and between pupils and adults is very good.
Attendance	Satisfactory. Pupils are rarely late for school, and lessons begin and end on time.

Pupils generally have very positive attitudes to their work, concentrating well and trying hard to meet their teachers' expectations. Occasionally, when these are not high enough, pupils become bored and restless and waste time, chatting and playing instead of completing their tasks. Pupils of all ages get on well with each other, with the older ones helping the younger ones on the playground and at lunchtimes. There is an atmosphere of trust and care which pervades the school and ensures the strength of the very good quality of relationships.

TEACHING AND LEARNING

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

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

In the lessons seen, 3.5 per cent of the teaching was excellent, 13 per cent was very good, 37 per cent good, and remaining 43 per cent satisfactory. In addition, there was the very small percentage – 3.5 per cent – of teaching which was unsatisfactory. The teaching of children under five in the foundation stage is never less than satisfactory and is more often good, which leads to children making satisfactory progress towards the nationally expected early learning goals. The quality of teaching in English is sound overall; there were instances of excellent teaching at the end of Key Stage 1 and several instances of good and very good teaching in Key Stage 2. Two lessons in Key Stage 1 were judged to be unsatisfactory. Teachers plan according to the national literacy framework but there is a need for this to be adapted to suit the particular needs of pupils, especially in the range of writing opportunities offered. The use of literacy is insufficiently developed across the curriculum, although some opportunities are offered for pupils to extend the vocabulary associated with particular subjects, for example, science, history, art and music. The teaching of mathematics is good overall and the school has successfully adopted the National Numeracy Strategy. However, insufficient emphasis is laid on the development of mental mathematics in some classes so that pupils make slower progress than could be expected, particularly the more able. Pupils make effective use of their numeracy skills in a few lessons in science, geography and history, and again there are insufficient planned opportunities across the curriculum. Pupils make satisfactory progress overall, notably pupils with special educational needs who progress particularly well towards the targets in their individual education plans in Key Stage 2. However, there are not enough challenging tasks for pupils with prior higher attainment to help them to achieve their best.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is now a need to bring all subjects into line with the requirements of National Curriculum 2000.
Provision for pupils with special educational needs	Good overall. Pupils are well supported by learning support assistants, but there is still scope in some classes for teachers to accept more responsibility for the teaching and learning of these pupils through tasks matched to their individual needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual, moral and social education are good, and cultural development is satisfactory, with scope for more opportunities for pupils to appreciate their own cultures and those of others.
How well the school cares for its pupils	Very well, on the whole. However, some teachers do not use assessment procedures rigorously enough when planning future work more suited to pupils' individual needs.

Parents are very supportive of the school and work well with staff to enhance learning in the classroom, especially in the development of reading. Now that standards in core subjects are improving, there is scope for revising policies for all subjects to meet new national requirements. The range of extra-curricular activities, including after school clubs, although very restricted, is well-supported by pupils in Key Stage 2. The support provided by classroom assistants is a very valuable contribution to pupils' learning which is already having a positive impact on standards of attainment, especially in literacy. Not all teachers ensure that tasks are provided which meet the needs of all pupils, especially those with special educational needs and those with prior higher attainment. This is because not all teachers make sufficient or effective use in planning of the data obtained in regular and systematic assessments of pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, ably supported by his deputy, provides sound leadership and has successfully effected changes to improve standards.
How well the governors fulfil their responsibilities	Satisfactory. They are closely involved in the life of the school and many are parent helpers.
The school's evaluation of its performance	Unsatisfactory. Teaching and learning in all subjects are not monitored rigorously.
The strategic use of resources	Satisfactory. The governing body make good use of all available resources.

There is an adequate number of appropriately trained teachers and they are very well supported by a team of well-trained and qualified classroom assistants, especially in Key Stage 2. Accommodation is adequate with enough space for practical activities, both indoors and out of doors. However, some classrooms are inadequately carpeted and are very cold for pupils and staff to work in, and the computer suite is very cramped. Resources for learning are adequate in most subjects, although there are shortages in art and special educational needs. The inadequacies in resourcing information and communication technology are being addressed through grants from the National Grid for Learning and

from the Derby North East Education Action Zone. Resources for physical education are good. The governing body apply the principles of best value conscientiously when considering large purchases or the hiring of expensive services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Behaviour in the school• The school expects their children to work hard and achieve their best• The school is well led and managed	<ul style="list-style-type: none">• After-school clubs are restricted to sport and needlework

Inspectors agree with parents' positive views. They also agree that the range of activities provided after school is limited with little in the way of cultural clubs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the most recent national assessment tests at the age of seven show that standards in mathematics are below the national average, well below in reading, and very low in writing. In comparison with other similar schools, reading and mathematics are below the average, and well below in writing. There has been a significant improvement since the previous inspection, particularly in mathematics. At the end of Key Stage 2, standards are close to the national average in mathematics and science, but below in English. Attainment at the higher levels in science is slightly above the national average. In comparison with similar schools, standards are below the average in English, in line with it in mathematics and above in science. Again, this does not differ radically from the position in the previous inspection but this is because of the fluctuating attainment of pupils on entry to the reception class. The trend of improvement has been below the national trend over the last five years, due to the poor results in 1998. More recently, the trend has been upward over the last two years, and above the national trend last year. In the lessons observed during the inspection, standards of attainment were in line with the national expectation in English, mathematics and science at both key stages.
2. Standards in speaking and listening are satisfactory and pupils demonstrate their learning skills in the answers they give to questions and in their contributions to discussions in both key stages. However, there are not enough opportunities for pupils to develop and refine their speaking skills, or to practise them in a variety of situations. This issue was identified in the previous inspection and has not been sufficiently addressed. Standards in reading have improved since the last inspection and are now broadly in line with the national expectation at both key stages, due to the additional support given to all pupils, but especially those with special educational needs. Improvement over the last two years shows an exceptional increase at Key Stage 1, from being well below and very low to the current situation of standards being broadly in line. Phonic skills are insufficiently developed, however, because teachers do not always ensure that they model the correct sounds. Writing is also broadly in line with the national expectation but teachers' over-dependence on the completion of mechanical exercises in worksheets does not contribute well to pupils' progress. There are some opportunities for writing for a variety of purposes and audiences, but not enough for pupils to make better progress. Standards in handwriting and presentation have improved since the previous inspection, although the issue identified in that report about developing and improving overall writing skills has yet to be completely addressed.
3. Standards of attainment in mathematics have improved since the previous inspection at both key stages, but especially by the age of eleven. This is due to the good standard of teaching using the structure provided by the National Numeracy Strategy and the high priority the school has placed on developing the subject. Standards in numeracy and the development of a mathematical vocabulary are sound in Key Stage 1, although attainment in knowledge and understanding of shape, space and measure is slightly below the average expectation. Pupils achieve better in shape, space and measure at the end of Key Stage 2, and use their data-handling skills very well in science. Standards in problem-solving and mathematical investigation are broadly in line throughout the school, and the good application of skills and understanding so apparent in science are not used to better effect in mathematics.
4. In science, standards have improved since the previous inspection at the end of both key stages and they are now in line with the national expectation. Pupils in Key Stage 1 have a good knowledge of life and living processes, of materials which are appropriate for particular uses and that some can be changed for good, and how electricity is used as a force. In Key Stage 2, the application of pupils' knowledge, understanding and skills is particularly well applied to experimentation and investigation, for example, in separating solids and liquids.
5. Standards in information and communication technology (ICT) are below the national expectation at the end of both key stages and this subject shows little improvement since the previous inspection. This is because of the school's emphasis on numeracy and literacy, and also because the necessary resources have not been available. Consequently, skills in Key Stage 1

are underdeveloped and there is little for teachers or pupils to build upon in Key Stage 2. However, recent improvements in provision are leading to more rapid progress which will raise standards when the new computers arrive. Currently, there are weaknesses in data handling and control technology.

6. In religious education, standards are broadly in line with the recommendations of the Derby Agreed Syllabus at the end of Key Stage 1, but pupils' knowledge and understanding are insufficiently deepened and extended at the end of Key Stage 2. However, much of the work is oral and in the lessons observed in Key Stage 2, there was evidence of appropriate reflection and some very thoughtful discussion.
7. In the foundation subjects of art, design and technology and geography, standards are broadly in line with the national expectation at the end of Key Stage 1, and above in music. By the end of Key Stage 2, standards in art and geography are also broadly in line. There was insufficient evidence to make a judgement at the end of Key Stage 2 in design and technology and music, or in history at either key stage. In physical education they were above national expectations at the end of both key stages, particularly in swimming at Key Stage 2.
8. Children under five are likely to achieve the national early learning goals in personal and social development, knowledge and understanding of the world, and physical and mathematical development. They are likely to achieve, and possibly exceed, the expected standards in creative development, but some are unlikely to achieve all the early learning goals related to communication, language and literacy. They arrive in the school with a broad range of abilities but there are significant weaknesses in communication, language and literacy and mathematical development. Because these two areas underpin all other learning, this means that their progress here is particularly good and in the other areas, it is satisfactory.
9. The specific learning needs of pupils on the special educational needs register are varied. They include speech and communication disorders, physical disability, emotional and behavioural difficulties, multi-sensory impairment and autism. However, all are very well supported and most make good progress in developing their literacy and numeracy skills. Pupils with emotional and behavioural difficulties are given good levels of guidance and help to overcome their problems and they gain increasing powers of concentration and perseverance, which has a good impact on their learning. In most areas of learning, pupils with special educational needs make good progress in comparison to their prior attainment.
10. Throughout the school pupils with special educational needs, although achieving standards below those expected, are making satisfactory progress in Key Stage 1 and good progress in Key Stage 2. This better progress is due in part to the more effective matching of tasks to pupils abilities in some classes, the effectiveness of the 'Better Reading Scheme', and the good support from the learning support, who have been very effectively trained and supported by the co-ordinator for special educational needs (SENCO) and outside agencies.

Pupils' attitudes, values and personal development

11. The attitudes and behaviour of pupils are good and their attendance is satisfactory. These comments are broadly similar to those of the last inspection.
12. The pupils have good attitudes to the school and to their work. They come to school in good time, know what is expected of them and follow routines sensibly, most of them demonstrating a satisfactory level of self-discipline. The pupils show positive attitudes towards their learning particularly when their teacher is confident in teaching the subject and enthusiastic in transmitting knowledge. A particular example of this was a very large group of Year 2 pupils learning to play the recorder; because the teacher clearly communicated her intentions the pupils knew they would achieve well if they followed her instructions. Almost all the parents indicated in the returned parents' questionnaires and with their comments at the pre-inspection parents' meeting that their children like the school.
13. The pupils behave well in and around the school in response to their teachers' high expectations. This was evident in small and large groups; they behaved well when Year 1 pupils visited the school's neighbourhood during a geography lesson and when pupils gathered for assemblies. The

teachers and the headteacher praise them for the good behaviour which clearly makes the pupils feel good about themselves. Occasionally the behaviour of groups or classes dip below the good standard but these are more than compensated for by the very high order of others. Bullying and harassment are rare. When either of these occurs, both the pupils and their parents know they receive prompt attention and resolution from the school. There have been no exclusions from the school for the last 18 months.

14. The pupils' personal development progresses well during their time at the school. Pupils are polite towards adults in the school, welcoming visitors and happy to talk about their work. They are kind to each other. For example, when pairs of pupils were making measurements during a science lesson, and a pair got into difficulty, the pair next to them immediately turned and asked, "Can we help?" The older pupils help at lunchtime by serving meals to the younger ones. The pupils look after their schoolbooks well and use the school's equipment with care; for example, in the cramped computer suite. Pupils of all ages are eager to perform responsibilities allocated to them, which range from taking the completed registers to the office to taking telephone messages during the lunch break. The Year 6 pupils collate, work out and keep records of the attendance rate of each class so that awards can be made at the end of the week. The parents think their children mature well and become more responsible at the school.
15. The pupils have very good relationships with each other and with adults, based on the good role models set for them by adults. They show respect for the other pupils; they change in their classroom for physical education lessons, boys and girls side by side. This is also the practice in Year 6 and they do so without reservation or embarrassment, and with due decorum, chatting as usual whilst changing. Pupils mix happily at the lunch table in their family groups, which are often noisy and boisterous, but never out of hand.
16. Although the personal, social and health education (PSHE) programme is informal at the present time, teachers incorporate the required elements in their teaching. A particularly strong feature of these is reflecting on the effect of their actions on others. The pupils almost invariably accept what they have done wrong and what they need to do to placate the offended party. The school is preparing to formalise its PSHE programme which will include the required strands of citizenship.
17. The attendance rate at the school is satisfactory; it is similar to other schools nationally, and has not changed in the last few years. As a consequence of very good co-operation between the parents and the school, and the school's efforts to encourage attendance, there is no unauthorised absenteeism.
18. The attitudes of pupils with special educational needs are positive in many lessons. They are eager to learn, especially when given interesting and relevant tasks that are matched to their needs, as in Year 6 English. However, pupils are insufficiently involved in the development of their individual learning targets and do not always understand what they need to do in order to improve. Pupils with more specific and complex difficulties are well supported by the learning support assistants who have developed good relationships and effective management strategies. Staff work hard to help these pupils become responsible and to develop more positive attitudes to school.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is satisfactory overall and the proportion of unsatisfactory teaching has reduced dramatically since the previous inspection. More than half of the lessons seen were at least good, and there was a significant proportion of very good teaching, some of it excellent. The teaching of under fives is consistently good. The excellent teaching was seen in Key Stage 1, where standards have improved dramatically. The improvement in teaching is particularly remarkable since there have been many staff discontinuities in Key Stage 1, and pupils are only now settling to a stable teaching regime. The only two instances of unsatisfactory teaching were seen in Key Stage 1, both in the same class, and are due to inexperience which will be rectified in time. The very good and good teaching was seen at the end of both key stages.

20. The quality of teaching in English is satisfactory in both key stages, an improvement since the previous inspection. It has a positive impact on pupils' learning, especially in Key Stage 1, where standards have improved dramatically and teachers are enabling pupils to make satisfactory progress. The improvement in teaching is particularly remarkable since there have been many staff discontinuities in Key Stage 1, and pupils are only now settling to a stable teaching regime. Teachers have a secure understanding of the National Literacy Strategy and use resources effectively to support and extend pupils' learning. They generally have appropriate expectations for pupils' attention and involvement in lessons. However, not all build well upon work previously done and the standards pupils have attained because they do not make sufficient use of assessment information to set tasks appropriately. Teachers generally plan the lessons carefully and prepare activities that are well matched to the learning needs of all pupils. However, not all pay sufficient attention to pupils with special educational needs when additional support is not available. On these occasions, both lower attaining and more able pupils make less progress. Some teachers have insufficient knowledge of how to teach phonics and spelling, and this also restricts the progress pupils make. When teaching is unsatisfactory in a very small minority of lessons, it is usually due to a lack of teaching experience and an imperfect knowledge of the needs of pupils, so that expectations are low which leads to insufficient challenge in the tasks set and a slow pace.
21. The confidence and subject knowledge of most teachers is used well in the satisfactory planning of most lessons across the curriculum. The majority of pupils respond enthusiastically to the brisk pace in the better lessons and display their new knowledge and learning well in response to teachers' effective questioning in the end of lesson reviews. Some teachers are better than others in including all the pupils in whole class activities and in matching the tasks that they set to the prior attainment of individual pupils.
22. The teaching of mathematics is good in both key stages and pupils make satisfactory, sometimes good progress. Teaching is occasionally very good in both key stages. This is a good improvement since the previous inspection and is having a significant impact on pupils' learning. In these very good lessons, teachers' planning enables pupils to put their knowledge and skills into effective practice. Skilful questioning allows pupils to display the knowledge and understanding they have acquired and to explain the thinking which has led them to their conclusions, whether they are right or wrong. Occasionally, numeracy and literacy sessions are over-long, particularly in Key Stage 1. Pupils are not given sufficiently demanding work so that they are in no hurry to complete their tasks and often become distracted and restless. In these lessons, teachers do not check their unrelated chatter and ensure that they get on with their tasks. There are not enough opportunities for pupils to apply the good investigative skills acquired in science to mathematical investigations, so that they do not make sufficient progress in problem-solving. There is a general weakness throughout the school in the initial mental mathematics sessions in numeracy hours.
23. The lack of setting of individual targets in English and mathematics does not improve pupils' knowledge of their own learning and does not urge them on to make greater improvements. The quality of written marking is inconsistent and some teachers neglect to point out the strengths and weaknesses in pupils' work, so that they can take their own learning forward.
24. Teaching in science has also improved since the previous inspection, with the best to be found at the end of the two key stages. It is better in Key Stage 1 because the overall approach is more rigorous, but good examples of teaching in forces such as pushing, pulling and air pressure was seen in both key stages, when pupils carried out their own investigations, recording their findings well.
25. The overall quality of teaching in information and communication technology is satisfactory with some good examples when teachers are comfortable with their own expertise. However, they are not well enough informed as to the level of skills pupils have reached, for example through using their own computers at home, so that tasks are not always suited to individual needs. Although teachers are capable of teaching the basic skills, their task is not made any easier by the accommodation in the computer suite which is too small for class teaching. Pupils' progress is dependent on the teachers' high expectations of good behaviour and on careful preparation before

they enter the room. This situation will improve when the new computers arrive and pupils are able to use them in their own classrooms.

26. The teaching of geography at the end of Key Stage 1 is good, and pupils' investigative skills are developing well with the teachers conveying their own enthusiasm for the subject so that pupils want to learn more. In music, teaching is very good and occasionally excellent at the end of Key Stage 1, but the co-ordinator's musical expertise is not used sufficiently throughout the school to improve the progress made by all pupils.
27. The teaching of physical education is good at the end of both key stages, and has improved in Key Stage 1 since the previous inspection. Planning and discipline are good and activities set increasingly challenge pupils to improve their performance.
28. There was insufficient evidence to make a judgement on the quality of teaching in art in Key Stage 1 or in design and technology at either key stage.
29. The generally effective management of pupils is based on the good relationships teachers have with their classes which ensure few problems with discipline, because pupils are well aware of, and are eager to live up to what is expected of them. Teachers generally make good use of resources, for instance, when they make curricular links between history, literacy and religious education when they compare Creation stories from many cultures.
30. The quality of teaching for pupils under five in the foundation stage is never less than satisfactory and is more often good. In the nursery, it is securely based in the teacher's good knowledge and understanding of the curriculum requirements and of the children in her care. She is ably supported by a nursery nurse who makes a significant contribution to the quality of teaching and learning. The teaching of children under five in the reception class is also satisfactory.
31. The support given in withdrawal groups and in the classroom by the very good team of learning support assistants is good and increases pupils' access to the whole curriculum. The support given through the additional literacy strategy and the 'Better Reading' programme is good and increases the progress pupils make. However, when the support is not available, class teachers do not always take sufficient account of their needs and ensure that work is set which is suitable to the targets in their individual education plans or that these pupils receive enough support in all subjects of the curriculum.
32. Overall, the use of different teaching strategies to support different learning needs of pupils' remains under developed. For example, pupils with special educational needs have limited opportunities to work alongside and learn from higher attaining pupils when considering ideas or analysing materials. Some teachers fail to accept responsibility for the progress of pupils in their classes. In these classes, the overuse of worksheets and mechanical exercises, not matched to pupils' level of ability, are of little value and do not motivate pupils to learn. However, where tasks are interesting and resources are used to stimulate and support learning, all pupils are highly motivated and can fully participate in all aspects of the lesson, showing pride in their achievements. A good example of this was in an extended writing lesson when the teacher made effective use of a 'visiting puppet.'

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

33. The school provides a satisfactory range of curriculum opportunities for pupils of all ages. An appropriate curriculum has been planned to meet the early learning goals for children in the Foundation Stage, and the requirements of the National Curriculum and for religious education are met in full in both key stages. This is an improvement since the previous inspection. The overall amount of time allocated to teaching is less than that found in many schools, and handwriting practice takes place every afternoon in many classes. As a result, the time available for subjects other than English and mathematics is shortened, and opportunities for pupils to learn in any depth in other subjects are reduced. The school's overall curriculum statement is three years old and the policies that lay out the principles that guide the school's approach to teaching each

curriculum area are very outdated. Teachers base their lesson plans on national guidance but this has not yet been adapted to suit the school's needs and this affects the quality of planning and learning.

34. The national strategies for literacy and numeracy have been implemented successfully, and have brought an increased rigour to teaching and learning. Basic skills are taught effectively in all classes, but several teachers are not yet making the best use of the mental mathematics section at the beginning of the numeracy hour or the plenary sessions that conclude lessons in numeracy and literacy. Some literacy skills are used effectively in other subjects. Year 2 pupils, for example, did not need to be shown how to use reference books when they wanted an exact definition of 'forces' in a science lesson. However, some teachers do not give pupils enough planned opportunities to learn, practise or use the skills of writing at length in stories or factual accounts, so that standards can be further improved. This concern has now been noted in two inspection reports.
35. The provision for extra-curricular activities outside the school day is broadly satisfactory. About a quarter of the parents responding to the questionnaire felt more cultural activities could be provided. Inspectors agreed. The range of activities is limited when compared to many other schools, and there are not enough opportunities for pupils who would like to choose something other than sport. Good use is made of the residential visits offered in Years 4 and 6, and appropriate adventurous activities are available for other pupils. After school activities are well organised and are enjoyed equally by boys and girls. Skills in football, for example, are taught as rigorously as in formal class games lessons. There is appropriate involvement in competitive events.
36. There are satisfactory arrangements to ensure that all pupils have the same opportunities to learn and take a full part in every aspect of school life. A particular strength is the work of learning support assistants in Key Stage 2, who make sure that each pupil with special educational needs has full access to the curriculum and joins in all class based activities. Their quiet and effective encouragement in whole class sessions, or well-focused skills teaching in individual or small group sessions, ensures that pupils make good progress. Pupils are withdrawn for extra support in some afternoon lessons but most teachers make every effort for them to catch up on what they have missed.
37. The more able pupils are not challenged as much as they should be in some classes. This is especially true when the tasks that follow up a class discussion are the same for everyone and are limited to a copying exercise that does not either stimulate pupils' further intellectual curiosity or require them to think more deeply about what they have learned. This concern, also noted at the time of the previous inspection, is well-addressed in the better-planned lessons. The policy for equal opportunities is appropriate. The curriculum is resourced with a suitable range of multi-cultural items and every pupil has a chance to take part in a performance at least once a year.
38. Although arrangements for pupils' personal and social education are broadly satisfactory, there is no cohesive whole school policy and sessions are not formally timetabled for Years 4-6. The strong relationships between staff and pupils create a secure climate in which pupils can talk securely and confidently about personal matters. Attention is drawn to the hazards of drug misuse and there is a well-planned programme for sex education that involves the school nurse. Parents are made fully aware of arrangements and know that they can withdraw their children if they prefer. The main block of teaching takes place in the summer term in Year 6, which is much later than in many schools. Girls, in particular, are not given sufficient early awareness of the changes that will start to affect their bodies.
39. Links with the community are sound and involve local companies. The local newspaper, for example, makes a positive contribution to children's learning through its support of the indoor five-a-side football games, and a brewery chain donated the proceeds of a furniture auction to school funds. Pupils visit the parish church at harvest time and make good use of the locality in their geography lessons. The curriculum is enriched through visits to museums and places of historic interest. No pupil is precluded from taking part in an educational visit due to an inability to pay. There are good links with local services including the police. Links with other primary schools in the city are strengthening, and are particularly useful in providing mutual support and opportunities

for sport, music and dance. Links with the wider world community are beginning to develop successfully through the use of the Internet. The school has good arrangements with both secondary schools to which most pupils transfer. There are no links between subject co-ordinators and their secondary counterparts. This makes it harder for the more able pupils to build on the work they have completed successfully at primary level.

40. The provision for pupils with special educational needs is now good overall and this is an improvement since the last inspection. However, provision is better in Key Stage 2 and upper Key Stage 1, where the effective support from learning support assistants, together with some very good teaching strategies, improves pupils' progress. The work of the learning support assistants ensures pupils with special educational needs have full access to the curriculum and participate fully in all class-based activities. Where pupils have to be withdrawn for additional teaching every effort is made to ensure that parental permission is sought and most teachers ensure that pupils 'catch up' on work missed. Targets set on pupils' individual education plans however, vary in quality and many are too general in their aims. In consequence, pupils do not fully understand what they need to do to improve. When targets are quite specific as in some classes in Key Stage 2, this helps focus teaching strategies and pupils make more rapid progress.
41. The provision made for the pupils' spiritual, moral, and social development is good overall, and that for cultural development has progressed satisfactorily since the last inspection. These have a positive effect on the pupils' attitudes and behaviour.
42. The pupils have good opportunities to gain spiritual experiences in a variety of situations. In several lessons pupils became aware of the wonders of the world well beyond their everyday experiences. These span across the whole school; pupils in the reception class were exhilarated by their ability to count faultlessly to the top of the number-tree and Year 6 pupils expressed wonder looking at photographs of Everest at night, when a group located it with their search engine on the Internet. One of the classes devotes a brief period of reflection before the afternoon work starts. Assemblies are mainly Christian in character. These raise the awareness of pupils of the concept of deity and provide regular occasions for prayer and reflection.
43. The provision for developing pupils' moral judgement is good. The pupils have a good understanding of distinguishing right from wrong. This ability helps them to judge the fairness of rewards and sanctions they receive for their deeds, which enhances their attitudes towards the school and the wider society. For example, a boy was praised by a teacher for bringing to her attention an interesting paragraph in the textbook relevant to the lesson, but he immediately told the teacher it was the girl working with him who found it first. Pupils enjoy the celebrations of achievement in assemblies and warmly applaud the successes of their peers. Teachers frequently remind the pupils of their expectation of good quality and hard work from each individual even when the work is difficult. Teachers and adults working in the school are good role models of tolerance, fairness and consideration for others.
44. The social development of pupils is good. They accept group rules and work together co-operatively. The school trips and the residential visits successfully bring together in close proximity large groups of pupils with different backgrounds. Boys and girls of all ages take on responsibilities that contribute to the smooth running of the school. The younger ones dress themselves efficiently against the cold weather at break times. The older ones help in the dining hall during lunch break, and Year 6 pupils read with Year 1 in paired reading to enhance the reading skills of both. Assemblies deliver powerful messages of an inclusive society, of working together and of the contribution of each individual to the benefit of all, whatever his or her skills.
45. The school has made satisfactory progress since the last inspection widening the horizon of the pupils' cultural development. The pupils learn about their own culture extensively and in some detail; for example, in history, when discussing knowledgeably Tudor music. Nonetheless, there are few extra-curricular activities promoting pupils' wider interest in cultural activities; for example, a choir is brought together for rehearsal before specific events but does not exist the year round, unlike the orchestra made up of pupils receiving instrumental tuition. Pupils learn about cultures different from their own. In history they explore the part Ancient Greece played in the development of art, science and politics, and know a little about the gods and goddesses. The older pupils know about religions different from their own from their religious education work in studying

Christianity, Judaism, Hinduism and Sikhism. The pupils visit a variety of places of worship, and members from a local Muslim centre demonstrated a wedding in the school. Parents acknowledge the work the school is doing in this respect; though not all see the need for the visits to holy places of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school continues to look after its pupils' welfare well. Although it still does not have a child protection policy of its own, the Area Child Protection Committee recommendations are followed well. Teachers and learning support assistants are aware of the procedures and their significance. The school takes its health and safety responsibilities seriously, though its policy is not yet ratified and the school relies on the LEA handbook for guidance. Risk assessment is done termly in the school, and before each school visit. A whole school health and safety audit is done every year, in which a governing body member participates.
47. Promoting attendance by the school is good. It has good attendance awards for individuals and classes and the pupils compete for them. The school uses its good relationship with the parents to ensure pupils come to school on time and there is no unauthorised absence.
48. Teachers make every effort to instil in the pupils the importance of good behaviour both in their own and their peers' interest. Most teachers have good and effective strategies to handle disruptive behaviour and use these to deal with individual or group problems. The pupils know well the standard of behaviour expected of them and the rewards and sanctions employed.
49. There have been satisfactory improvements in the procedures for assessing pupils' attainment and progress in English, mathematics and science since the last inspection, when they were deemed unsatisfactory. The numerous test results are now collated for both key stages and staff are learning to use them, some gaining practice and confidence in using these to predict the potential achievement of individuals and the expected results in the National Curriculum tests. The system is not yet refined sufficiently to identify early enough all the pupils who need help or those who would benefit from a higher rate of learning programme.
50. Assessment of the pupils' attainment in other subjects is still informal. Co-ordinators do not have a clear picture of how teachers assess their subjects; they do not monitor other teachers' teaching and marking regularly. Thus they do not know what the true attainment and progress of pupils are relative to National Curriculum levels. The annual report to parents about their children's attainment and progress is also mostly a general description of the topics studied rather than achievement.
51. The school's support for the pupils' academic progress is satisfactory. It has organised the 'Better Reading' scheme and booster classes to help those who need it. A four-day-long study support in mathematics has helped many of the weaker Year 5 and 6 pupils to achieve better results. The school has also identified a very small number of pupils who benefit from an accelerated programme. The school deploys the learning support assistants well for promoting the learning of individuals as well as groups of pupils.
52. The school monitors and supports the pupils' personal development well. Pupils of all abilities receive stars from staff for good work, behaviour and for being helpful, kind, and honest or any other good deed. These count towards certificates which are awarded and celebrated at assemblies providing powerful aspirations for all. The pupils are generous in sharing in the joy of achievement of their peers. The school is preparing to introduce a school council for the pupils in order to increase their contribution to the way the school is developing.
53. The arrangements for the support and guidance for pupils with special educational needs is good and a particularly positive aspect of the provision is the support which pupils with more complex and specific special educational needs receive. The very effective training delivered by the co-ordinator for special educational needs (SENCO) to learning support assistants and all staff who are in daily contact with these pupils ensures that they are fully aware of the difficulties they encounter and are then better able to support their social and emotional needs. The school fully

and effectively implements the provision as specified in pupils' statements of special educational needs. Annual reviews are held in accordance with statutory guidelines.

54. In addition, the Better Reading scheme and additional literacy strategy very effectively support pupils, in Key Stage 2 who are experiencing reading difficulties, and is very competently delivered and monitored by the SENCO and learning support assistants. This makes a valuable contribution to learning that is having a positive impact on pupils self esteem and academic progress.
55. In general, some teachers, especially in Key Stage 1, do not use the objective criteria available for the early identification of younger pupils who are experiencing learning difficulties and are not making as much progress as expected. This lack of identification leads to pupils not receiving specific support early in their school career. The use of diagnostic assessments for specific weakness is also under-developed and as such there are limited procedures available, which would better support the setting of specific learning targets and enable the planning of more focused teaching strategies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Overall, the school's partnership with the parents is good and the quality of the information provided is broadly satisfactory. This was an improving aspect at the time of the last inspection and it has been consolidated since then.
57. Most parents have positive views of the school, but a few dissenting comments have been made to the inspectors. The inspectors agree with many of the views of the majority of parents, and with the significant minority's view regarding the lack of sufficient cultural activities in after-school clubs.
58. Much of the information the school provides to parents is good, for example the informative and regular newsletter, and other information on matters concerning individuals or a group of pupils. The school has responded to parents' request to increase the number of formal consultations. The parents are encouraged to speak to their children's teachers 'little and often' so that small concerns do not escalate into big ones. The governors' annual report to parents includes all the key requirements, but the school prospectus does not provide all the prescribed statutory information; for example the school's National Curriculum assessment results and the comparable national results. The annual reports to parents on their children's attainment and progress do not generally inform on what the pupils know, understand and can do in non-core subjects.
59. The school and the parents work together well. The Meadow Farm Association is very active and participates vigorously in the life of the school. They raise substantial sums of money for supplementing the school's educational resources; for example, computers. The parents' workshop, which helps the teachers in preparing teaching material, is well attended. Many parents also help in the school regularly and some of them are now qualified learning support assistants. A very high proportion of parents attend the parents' evenings and the open day, and they involve themselves with educational day visits and school activities, such as the Summer Fayre. The parents support the Friday tuck-shop by baking cakes from ingredients and purchasing small items, such as crisps and sweets, sold by Year 2 pupils with great enthusiasm. Although the school has no formal arrangement to consult parents about the curriculum or major spending, through its close working relationship with a large number of parents, it ensures they have opportunities to make their views known.
60. The impact of parents' involvement with the work of the school is of good quality. They read with their children and often use the reading diary for constructive comments about reading, as well as other observation and as a channel of communication with the teachers. Most parents who are invited to participate in the Better Reading programme, do so with commitment. The school has introduced parents to educational initiatives; for example, the numeracy programme, which was attended by many families.

61. Parents of pupils with special educational needs are fully informed of their children's difficulties. In particular, the very effective Better Reading scheme, which is undertaken in partnership with parents, is a positive feature of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. At the time of the previous inspection, the headteacher was new to the school, which was judged to have serious weaknesses. His careful leadership and management have enabled significant improvements to be made in respect of most of the major weaknesses which were identified. He has managed changes effectively in order to raise standards in the core subjects of English, mathematics and science. He has taken effective action to reduce substantially the weaker teaching which was noted at the 1998 inspection. As a result, there has been a steady improvement in pupils' attainment by the time they leave the school. The school is also well poised to make rapid progress in raising the attainment of its pupils in information and communication technology with the imminent delivery of new equipment.
63. These improvements have been achieved with no reduction in the strong pastoral support the school gives to its pupils. The headteacher is highly visible around the school, knows all the pupils well and takes time to show his interest in their individual social and academic progress. The care and concern shown by all staff, teaching and non-teaching, is clearly reflected in the mission statement the school has adopted, 'confident, caring and accomplished children'. The school has a positive ethos in which the learning process is valued. The pupils are confident and caring; increasingly they are becoming accomplished, at least in the core National Curriculum subjects.
64. The school has focused well on the need to raise standards in literacy, numeracy and science. Following the poor results in national tests for pupils at the end of Key Stage 2 in 1997, the school set very challenging targets for 2000 and 2002. The staff have pursued these aims energetically, giving generously of their time. For example, they have provided extra opportunities for pupils to learn, such as a mathematics week for pupils in Years 5 and 6 during the Easter break. However, in pursuing some of the larger-scale objectives, many of the more detailed developments noted as necessary have not been addressed. For example, the school has not acted to increase the attention given to extended writing. The ability of pupils to use and apply the mathematics they learn through solving problems and undertaking investigations has not improved since the 1998 inspection report noted unsatisfactory progress in this area. A good four-year action plan was produced after the last inspection. All staff worked hard to implement improvements and the school is rightly proud of its achievement in completing most of the plan before the end of last year. However, it has not acted to extend the plan by tackling other weaker areas which were identified or by taking the next logical steps to improve the pupils' learning. For example, in religious education, pupils are now taught according to the locally agreed syllabus, but there has been no monitoring of the teaching of the subject to discover how well pupils are learning.
65. In his management of the school, the headteacher receives invaluable support from a large management team and particularly from the deputy headteacher. A significant weakness, however, derives from the inability of staff with management responsibilities to contribute as effectively as they might. This is because they have too little time to carry out their responsibilities. The headteacher regularly monitors the teaching of English and mathematics. He gives each teacher detailed feedback after observing lessons, to help them to improve. There is insufficient evaluation of the school's performance in the other subjects of the curriculum. The responsibility has not been given to individual co-coordinators to monitor their own subject. As a result, they have little knowledge of how well their subject is taught, or of the standards pupils attain. Following their attendance at courses, teachers are not given sufficient time to disseminate the new knowledge they have acquired. Although several teachers teach very good, or even excellent, lessons, the school has not capitalised on these skills by enabling other teachers to observe them in action. Thus valuable opportunities to enhance the skills of all teachers are lost. Subject policy statements are mostly significantly out-of-date and provide little, or in some cases erroneous, guidance for staff new to the school. The under-developed role of subject co-

coordinators was noted in the previous inspection report and the school has made insufficient progress in addressing this area of management.

66. The governing body is very supportive of the school. Most governors are closely involved in the life of the school, giving generously of their time. Most statutory duties are met, but there are some omissions from the information which must be provided for parents in the school prospectus. The governors play a limited role in shaping the direction of the school. Although the full governing body meets regularly, some committees do not meet as regularly as they might. Governors are too dependent upon information provided by the school. Their approach is insufficiently pro-active to enable them to identify areas for development other than the major areas identified by the school.
67. There is careful financial planning to support the school's aims, with appropriate spending on areas identified in the school improvement plan. The finance committee of the governing body meets regularly to monitor income and expenditure. The committee ensures that money is spent well, applying best value principles in agreeing purchases, although not yet sufficiently comparing expenditure with that of similar schools for particular goods or services. Specific grants, for areas such as special educational needs or information and communication technology, are targeted well, although the school does not consistently examine how effective the spending is.
68. The school's accommodation is adequate with sufficient space for practical activities, both in and out of doors. However, the computer suite is very cramped and it is not possible to accommodate a whole class so that they can all see, or use, a computer and make progress in their learning. Some classrooms are not yet carpeted and are very cold for pupils and staff to work in. The care of the accommodation is good and staff enhance the pupils' learning environment with creative displays of instructional material and the pupils' latest work. Not all, however, provide sufficient challenge to take learning forward and the displays are often confined to language, numeracy and science. The pupils respond with interest and respect. A further disappointment is the library which gives the appearance of a place to store books rather than a place to make exciting discoveries. Pupils report that they rarely go there, either during or outside lesson times. Resources for learning are adequate and satisfactorily managed. The number of computers is increasing with a grant from the Derby North East Education Action Zone, so that in the near future, there will be one in every classroom. The software is not yet up to the job that is planned for it but it is being developed. The resources to support pupils with special educational needs are unsatisfactory. Although the school makes effective use of 'borrowing facilities' there is an insufficient range of suitable equipment and books to support pupils learning. For example there are no ICT resources, or reading materials appropriate to the age and experience of older pupils. Language games that support and develop literacy skills are also limited in number. However, overall there has been a satisfactory improvement in the adequacy and quality of resources since the previous inspection.
69. There is an adequate number of qualified teaching staff, all of whom have had recent, relevant training in key areas of the curriculum, such as information and communication technology, literacy and numeracy. Staff attend many other courses but there is insufficient provision made during staff meetings and development days for teachers to pass on their new learning and updated expertise. The large team of learning support assistants is well-qualified and trained and makes a very valuable contribution to pupils' teaching and learning, especially for those with special educational needs. The school has good provision for supporting newly qualified staff, but these procedures should be supplemented by a rigorous programme of lesson observations in all subjects, not just the core, so that teachers who need support receive it.
70. A relatively low percentage of the school's budget is devoted to day-to-day administration, which is carried out very capably and efficiently. The secretary is fully competent in using computer technology to carry out all the necessary administration and has ensured, through training and study, that she remains up-to-date in her knowledge and skills. The school has addressed most of the recommendations of the latest auditor's report, which found financial procedures to be satisfactory. Changing local authority arrangements have made most of the other recommendations superfluous.

71. The overall management of the school's special educational needs provision is very good. The co-ordinator has successfully implemented many very useful initiatives including the very good training given to the classroom assistants which has been adopted as a model of good practice by the local authority. This has enabled the classroom assistants to improve and develop their skills so that they are better able to support pupils with learning difficulties. As a consequence they feel valued as members of the staff and their work is having a positive impact on standards especially in Key Stage 2.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and improve the quality of education offered, the headteacher, senior management team and governing body should:

- (1) Further raise standards in the core subjects of English, mathematics and science at Key Stage 1, and particularly for the more able at Key Stage 2, by:
 - Effective and consistent implementation of the prepared procedures for the use of assessment to set individual targets for pupils based on their prior attainment** (*Paras. 23, 25, 33, 34, 37-38, 49-50, 78, 90, 103, 118, 131, 136-7, 140, 143, 147, 152, 157*)
 - Establish procedures for the earlier identification of special educational needs in Key Stage 1 so that the appropriate support may be given. (*Paras. 59, 55, 90, 101, 107*)
- (2) Improve the quality of the curriculum offered by:
 - Reviewing the length of the school day and the balance of time allocated to different learning activities to ensure more effective implementation of policies, in particular, the range of writing opportunities
 - Ensuring that sufficient planned opportunities are made available for the uses of literacy, numeracy and information and communication technology across the curriculum
 - Establishing and effectively implementing a whole-school programme for personal, social and health education, especially a staged approach to sex education, which should be brought forward to Year 5
 - Revising subject policies to bring them into line with the requirements of Curriculum 2000, and ensuring that all programmes of study are covered in sufficient depth**
 - Immediate and effective implementation of the thorough and detailed programme of study for Early Years and KS1 to provide continuity and progress from the foundation stage to the age of seven** (*Paras. 16, 64, 95-96, 124, 128, 132, 136, 152*)

- (3) Further improve monitoring and evaluation of provision and teaching in non-core subjects by:
- Establishing a more rigorous programme of lesson observations in all subjects, not just the core (*Paras. 65, 128, 157*)
 - Developing the role of the co-ordinator, especially in terms of monitoring and evaluating provision and teaching in the non-core subjects (*Paras. 65, 99, 119, 128, 132, 136, 147, 158*)

** These areas for development have already been identified by the school and form part of the current school improvement plan

In addition, the headteacher, senior management team and the governing body should:

- Correct the omissions and errors in the school prospectus (*Paras. 57-58, 68*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.5	13	37	43	3.5	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)	25	247
Number of full-time pupils known to be eligible for free school meals	0	54

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	41

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	0
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	16	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	6	13
	Girls	16	14	17
	Total	25	20	30
Percentage of pupils at NC level 2 or above	School	74 (71)	59 (50)	88 (65)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	14	11
	Girls	15	17	12
	Total	22	31	23
Percentage of pupils at NC level 2 or above	School	65 (63)	91 (75)	68 (60)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	20	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	19
	Girls	11	14	15
	Total	26	29	34
Percentage of pupils at NC level 4 or above	School	68 (39)	76 (55)	89 (76)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	18
	Girls	9	12	14
	Total	24	29	32
Percentage of pupils at NC level 4 or above	School	63 (61)	76 (37)	84 (55)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	268
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	24.7
Average class size	27.4

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	123

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	25

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	552353
Total expenditure	446703
Expenditure per pupil	1337
Balance brought forward from previous year	4268
Balance carried forward to next year	30872

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	281
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	23	2	0	2
My child is making good progress in school.	67	31	2	0	0
Behaviour in the school is good.	52	48	0	0	0
My child gets the right amount of work to do at home.	51	41	7	2	0
The teaching is good.	61	34	3	0	2
I am kept well informed about how my child is getting on.	49	39	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	21	3	0	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	49	48	2	0	2
The school is well led and managed.	66	34	0	0	0
The school is helping my child become mature and responsible.	72	26	2	0	0
The school provides an interesting range of activities outside lessons.	23	42	15	12	8

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

72. The quality of provision for children in the Foundation Stage is a strength of the school. Children start part-time nursery education at around the age of three and a half. There is space for 26 children in each session. At the time of the inspection, a total of 48 children were attending the nursery. The class is housed in a purpose-built unit about 10 years old and is staffed by an experienced nursery teacher and a full-time classroom assistant. There are suitable arrangements for children's introduction to the nursery, including visits to the playgroup and briefly to the home by nursery staff and a number of visits to the school by the children.
73. Numbers in the reception age group vary considerably from year to year, creating problems with staffing and accommodation. Children are admitted in two phases, in September and January. Most children have already attended the nursery class. Currently, there is one full-time reception teacher. A classroom assistant is also working full-time in the reception class whilst initial assessment is being undertaken, but following this exercise it is planned that part of her time is spent with the Year 1 class.
74. The attainment of children on entry to the reception class is broadly average, although there are some weaknesses in communication, language and literacy and in mathematical development.
75. Arrangements for nursery children to become familiar with the reception class are particularly good, with a range of visits and joint activities occurring, including one playtime together each week. This is good practice, particularly in view of the large distance between the two classes.
76. Nursery and reception staff plan together using a two-year cycle of topics as their basis. In both classes the overall quality of teaching is good, with no unsatisfactory lessons. The teachers and support staff have a caring and friendly approach combined with high expectations of good behaviour. As a result, new children settle down very quickly, feel secure and rapidly gain in confidence. The management and control of children is particularly good, all staff using a range of very effective strategies to gain and retain children's attention, and this has a beneficial effect on their learning. Just occasionally, however, the pace of this learning is too slow because the teacher does not expect a high enough standard of work. There are appropriate arrangements to assess the attainment of children in all areas of learning in the nursery, but assessment in the reception class uses National Curriculum criteria rather than early learning goals. There is scope to develop more extensive systems of recording each child's experiences in order to ensure that each enjoys a balanced programme and has equal access to all areas of activity.
77. The good provision and average standards of attainment have been maintained since the previous inspection.

Personal, social and emotional development

78. There is good provision for this area of learning. The staff have created a secure environment with high levels of care for individual children. Children know what sort of behaviour is expected and that all staff will apply rules consistently. They are encouraged to take turns and to share fairly. The arrangement of equipment and materials in the nursery encourages growing independence as children find, for example, the type of paper they need, or put away things after using them. Children choose, on most days, the time at which they enjoy their mid-morning or afternoon snack, gathering with friends to sit and talk and clearing away afterwards. They have good opportunities to choose activities in both classes. In the reception class the beginnings of 'circle time', when children sit quietly and discuss their work with the teacher, enable quieter members of the class to develop socially and emotionally.
79. As a result of this good provision, by the age of six, most children are on course to meet the early learning goals in this area and many will exceed them.

Communication, language and literacy

80. The provision for this area of learning is satisfactory. Aware of the low attainment levels of many children as they arrive at the nursery, staff spend much time talking and questioning children, modelling correct forms of speech and grammar. However, the questions do not always encourage children to do more than give single word answers, although many opportunities are taken to develop more extensive vocabulary. In the reception class, the teacher uses a puppet effectively to develop and enrich children's language. In both classes there are adequate numbers of books and resources are well labelled. There is scope, however, for books to occupy a more prominent place in displays or in areas for exploration and for labelling to be more extensive to indicate to children the fundamental importance of print. In the reception class, children spend time daily on activities with a literacy focus, building towards a full literacy hour before they transfer to Year 1. The time spent sitting on the carpet is too long for some of the younger or more immature children, who become tired and lose interest.
81. Although many pupils converse readily, using vocabulary well, several have poor speech development and others speak in barely audible voices or are reluctant to answer questions. Speaking and listening skills overall are below those expected by the age of five. Children in the reception class know the order in which to read print. Many are beginning to recognise some letter sounds but have difficulty in relating these to words. Most write their names unaided, but their formation of letters is relatively immature and several have limited pencil control. Although they are making satisfactory progress, some children are not likely to attain all the early learning goals by the end of their reception year.

Mathematical development

82. There is good provision for this area of learning. In the nursery, children use sand and water to explore capacity. There are many opportunities to count and to recognise written numerals. Children are becoming familiar with good questions posed by the teacher, such as 'How many more do you need?' or 'What is the date today if it was the 17th yesterday?'
83. There is good progress in this area of learning and most children are on course to meet the relevant early learning goals by the age of six. Nursery children already count to five, and often beyond, and use language such as 'bigger' or 'heavier' to compare quantities. In the reception class, children count to 19 and recognise numerals up to nine, although often reversing them when recording. With the help of pictures or objects, they are beginning to add small numbers together, to measure length and to place squares in order of size.

Knowledge and understanding of the world

84. Provision for this area is satisfactory overall, though rather better than this in the nursery. There are many interesting objects for children to investigate, such as a tray of natural objects to be examined with a magnifying glass. In the nursery, an area of the classroom is arranged as an opticians, with appropriate resources. There are torches and binoculars for children to use. There is an outside area with mature trees, grass and flower borders for children to explore the changing seasons. Resources to support technology are good but those to enable children to explore other cultures are rather more limited. In the reception class, the topics studied enable children to work towards all the early learning goals, but there are insufficient opportunities for children to explore interesting objects and materials more independently.
85. By the age of six children are likely to attain most of the early learning goals in this area of learning. Those in the nursery confidently use the mouse and the direction keys on the elderly computer. They use construction apparatus well and are learning to assemble and join materials in a variety of ways. In the reception class, children are beginning to understand features of the past and of distant lands through stories such as 'Jonah and the Whale.'

Physical development

86. There is suitable provision for this area of learning. Although there is no outside play area near the reception class, children are regularly taken to use the nursery outdoor area which is sufficiently

spacious and well-equipped to meet their needs. They also have two physical education lessons in the hall each week, enabling them to extend and practise skills such as throwing, catching and using space safely. There are good opportunities in both classes to develop motor skills through the use of large and small equipment. Children have plenty of experience in cutting, tracing, glueing, building with construction kits and completing jigsaws.

87. Children enjoy outdoor play. They run, jump, climb and balance with increasing confidence. Children in the reception class develop their fine motor skills as they use pencils to show the route of a letter to the postbox. Children are likely to achieve all the early learning goals in this area by the age of six.

Creative development

88. In both classes, the provision for this area of development is good. In the nursery, there are many high quality imaginative toys, dolls' houses and clothes for dressing-up. Areas such as the opticians' shop provide scope for role-play activities, which are often enhanced by adult participation. There are ample art resources, clearly labelled to enable children to choose their own materials. A cassette tape recorder is available for children to listen to music and they operate this competently. There is a similar range of equipment and opportunity in the reception class. In both classes, the programme is enriched by singing a range of action songs. The teacher also uses song very effectively in moving children on to a new activity or in gaining their attention. However, in the reception classroom there are no musical instruments readily available for children to explore sound independently.
89. In this area, by the age of six, children are likely to reach, and some to exceed, all the early learning goals. Reception children, as a result of their frequent opportunities to practise, sing tunefully and quite accurately. Nursery children role-play 'Bob the Builder' with enthusiasm. They make hedgehogs from clay and explore colour, shape and texture as they paint. Reception children are beginning to observe accurately as they paint from real life and often show considerable flair and imagination in their artwork.

ENGLISH

90. Standards in English in the 2000 national tests show attainment below the national average and below average in comparison with similar schools in both key stages. In Key Stage 1, standards are even lower in writing. In some classes this is in part due to the limited use of assessment data to inform the matching of tasks to pupils' ability. The very limited use of criteria for the identification of pupils learning difficulties in Key Stage 1 has a negative impact on standards. Overall, standards in writing remain the weaker element of the subject in both key stages, in spite of the very good progress recently made. This has been identified by the school as an area for further development. The school did, however, achieve the targets it set in English and most staff have worked hard to implement the National Literacy Strategy. As a result, pupils are now consistently making satisfactory progress and this is a vast improvement since the last inspection, with the current finding being that standards in both key stages are now broadly in line with national expectations. This exceptional improvement is due to the fact that staffing discontinuities in Key Stage 1 have now been overcome and teachers are now working well as a team with the guidance of the key stage co-ordinator.
91. Standards in speaking and listening are satisfactory in both key stages. When pupils enter the school many are reluctant to speak within the class situation. Most pupils, however, grow in confidence and speak clearly to each other and to visitors to the school and can reasonably express themselves. When pupils are motivated by the effective use of stimulating activities and teachers develop pupils speaking and listening skills with good open-ended questions, pupils make better progress in extending their vocabulary. In a Year 2 class, for example, an inspirational lesson led to a highly motivated and exciting discussion about the items emerging from Mr Ravello's bag. The use of a language game in Year 6 encouraged pupils to work co-operatively to think about improving their use of descriptive words to describe characters. In general, however, across the school, some teachers miss opportunities to reinforce and develop pupils' speaking skills and to enrich their spoken vocabulary. Pupils, in general, have limited

opportunities to speak in a range of both formal and informal situations. The need to improve opportunities to expand pupils' vocabulary and participate in discussions was identified in the last inspection and has not been adequately addressed by the school.

92. At the time of the last inspection it was found that pupils were making below average progress in reading. This situation has now improved and all pupils now make at least satisfactory gains with some pupils in Key Stage 2 making at least good and sometimes very good progress. This improvement is due to the introduction of the National Literacy Strategy. The introduction of the Better Reading programme in partnership with parents and learning support assistants, together with the additional literacy strategy, is having a beneficial effect on the progress of pupils with special educational needs in Key Stage 2. In Year 2, higher attaining pupils are confident early readers. They enjoy reading, can use a variety of strategies to decode unfamiliar words and are able to recognise and correct themselves if the text that they are reading does not make sense. Pupils of average and lower ability are more insecure in using a range of reading strategies, in particular phonic skills. Sounds are not well known and pupils are hesitant at blending them to make words. Teachers introduce phonics in a systematic way, following a planned sequence, but because teachers do not consistently use assessment to inform teaching, pupils are often expected to repeat the same tasks. Teachers in Key Stage 1, in general, lack a sufficient variety of teaching strategies when introducing whole words or phonics and do not always ensure that they model the correct phonic sounds.
93. In Key Stage 2, progress of the lower attaining pupils is better because of the reading initiatives introduced and the effective support from the learning support assistants. By the time pupils reach Year 6, most are reading with good recall, can use dictionaries to locate words with higher attaining pupils able to compare the books they are reading to others, skimming through the text in order to find a passage to justify their viewpoint. However, the progress of pupils is varied between classes, with some teachers not supporting the development of reading strategies sufficiently rigorously. In these cases, reading records are minimal and indicate that pupils read irregularly, with comments from teachers not indicating to parents how they can support their child. Across the curriculum the use of reading for research is under developed and pupils do not have regular opportunities to use the library for pleasure or to locate books that might interest them.
94. Pupils now make exceptional progress at the end of Key Stage 1 in writing and are now, in general, attaining standards in line with national expectations. There are, however, some important weaknesses. The over reliance on the completion of mechanical grammar exercises, and the emphasis on worksheets that do not motivate and are not matched to ability, in some classes, limits pupils progress considerably. In the Year 2 lesson previously referred to, although spelling was weak for pupils of lower abilities in this lesson, they wrote lengthy stories, not afraid to attempt to spell words and were able to read back their efforts with pride.
95. Evidence from the scrutiny of pupils' work nevertheless indicates clearly that, in some classes, pupils of all abilities have written exactly the same words in their books, which indicates that they have undertaken a meaningless copying exercise. Throughout the school, pupils have limited opportunities to write at length in planned extended writing lessons, while the opportunities to write in a range of styles across the curriculum are very limited. A good example of effective opportunities to write in other subjects coupled with the effectiveness of differentiated teaching strategies, was found in Year 4 where pupils wrote letters in history as if they were evacuees. Pupils of higher and average ability challenged to consider their feelings wrote with maturity and some understanding of conditions found in World War 2. 'I felt abandoned and frightened', wrote one pupil. A pupil with special educational needs when asked to write about having a label on his coat wrote, 'I felt sad and lonely'. Similarly in Year 6 pupils of all abilities, after studying 'Macbeth', demonstrated an understanding of plot and character when they wrote letters as Macbeth to his wife in the style of the period.
96. Pupils' handwriting is neat and all pupils are using a cursive style which is introduced early in Key Stage 1. This is a great improvement since the last inspection. However, the over emphasis on laborious handwriting exercises which, in some classes are practised at length each day, is not an effective use of curriculum time and limits the time available for extended writing in a range of styles. Pupils, especially in Key Stage 2, lack experience in planning, then writing and

completing their writing within a set period of time. There is an urgent need to reflect on the management of the time spent on the subject, including the overlong literacy hours, in order to develop and improve pupils' writing skills. This was indicated as urgent in the last inspection and has yet to be thoroughly addressed.

97. Overall the quality of teaching has improved and is generally satisfactory which matches the standards of pupils' work. There is, however, a variation in the quality of teaching with some very good and excellent teaching observed, and a small percentage of unsatisfactory teaching. Pupils' progress is linked directly to the quality of teaching and the tasks that are set. When teaching is weaker, although lessons follow the National Literacy Strategy, teachers often fail to set specific learning objectives, which can be shared with pupils. As a result, pupils do not have a clear understanding as to the purpose of the lesson. Teaching in these instances often lacks pace, with high attaining pupils insufficiently challenged and not motivated by the repetitive nature of mechanical task, leading to some underachievement. Pupils with special educational needs also clearly do not benefit from repetitive tasks not matched to their ability.
98. In addition, some teachers have insufficient knowledge of how to teach phonics and spelling. The quality of marking of pupils' work is varied, and often is little more than ticks. Pupils in these classes do not correct or learn from their mistakes and therefore do not improve. An example of effective marking was found when pupils clearly understood the rewarding of 'glasses' stamped on their books, because marking had been shared with them. Where teaching is enthusiastic, pace brisk, with very good class management skills using a variety of strategies to motivate pupils coupled with learning objectives which are shared with pupils, this has a very strong effect on pupils' learning.
99. Management of English is good and the co-ordinator has worked hard to introduce improved initiatives and training for all staff. She has identified many of the weakness identified in this inspection and has attempted to support teachers to improve their skill. However, she has not had much time to implement her initiatives and to disseminate the knowledge she has gained from staff development courses, to help colleagues improve their practice.

MATHEMATICS

100. Pupils' attainment by the end of Key Stage 1 is average. It is also average by the end of Key Stage 2, although in some aspects of the subject it is below average. In the 2000 national tests for seven year olds, results are well below the national average and slightly below those of similar schools. In the tests for eleven-year-olds, results were close to the national average and slightly above those of similar schools.
101. These results represent some improvement on those of 1999 for Key Stage 1 and a substantial improvement for Key Stage 2. They are better than the results at the time of the last inspection, when standards were below average at the end of both key stages. Two of the most important reasons for this continuing improvement since 1998 are the good standard of teaching using the structure provided by the National Numeracy Strategy and the high priority the school has placed on developing the subject. Most pupils make good progress through the school and there is no significant difference between the attainment of girls and boys. Pupils with special educational needs in Key Stage 2 make good progress as their needs are identified well. In Key Stage 1, however, the needs of some pupils who have low levels of attainment in mathematics have not been recognised sufficiently. The progress of higher ability pupils is no more than satisfactory. The lower than average numbers of pupils gaining higher levels in the national testing programme, especially at Key Stage 1, reflects this. Some teachers tend to give these pupils exactly the same tasks as the other pupils in the class. They do not assess carefully their level of attainment and then provide work which starts above the level of the remainder of the class to enable them to make progress commensurate with their ability.
102. By the end of Key Stage 1, pupils know which pairs of numbers add together to make ten, although a few are less adept at identifying pairs adding to eight. They understand odd and even numbers and some know what happens when various permutations are added or subtracted. Most know the results of doubling numbers up to ten. They are beginning to understand place value,

knowing the result of adding or subtracting ten to or from any number. Their knowledge of mathematical vocabulary and symbolism is good. For example, pupils know and use the signs for 'greater than' and 'less than'. More able pupils readily write addition and subtraction sums using the same three two-digit numbers, recognising that subtraction is the inverse of addition. Lower attaining pupils, including those with special educational needs, understand simple fractions such as a half and a quarter. Attainment in areas other than number is slightly below average. Pupils do not always have the ability to use and apply the mathematics they have learnt by selecting the correct mathematical operation to use when solving problems. They recognise and name common two-dimensional shapes but find it difficult to describe their properties precisely. They are beginning to measure in centimetres with a reasonable level of accuracy.

103. In Key Stage 2, pupils make better progress towards the end of the key stage than they do at the beginning. However, throughout the key stage it is rare to find pupils with higher attainment being given different work from the remainder of the class, so limiting their progress. By the end of the key stage, pupils have a good understanding of place value and use it to multiply and divide by 100 or 1000. Most competently undertake processes such as long multiplication or changing fractions into decimals. They understand how to use brackets and to add or subtract negative numbers. However, even some of the higher attaining pupils do not thoroughly know all their multiplication tables. When solving problems, some pupils find it difficult to know which operation to use. This is at least partly the result of an under-emphasis on investigational and problem-solving work to give pupils more practice in making such decisions. Pupils understand line symmetry and describe the criteria to identify two-dimensional or three-dimensional shapes well. They calculate the areas of rectangles and triangles. Work on handling data is at a rather lower level than that on number and on shape, space and measures. Pupils with special educational needs are supported well within the classroom by a very capable group of learning support assistants. A pleasing feature of the work of pupils of all levels of ability is the good standard of presentation, which minimises the possibility of errors in computation.
104. The quality of teaching has improved since the last inspection, and is now good in both key stages. It varies between very good and satisfactory and there is no unsatisfactory teaching. This overall good level of teaching is having a significant impact on pupils' learning. In most classes, teachers consider carefully what it is they wish pupils to learn, then use the National Numeracy Strategy guidelines to plan well-structured lessons containing interesting activities. They do not always share with the pupils what the aims of the individual lesson are, though.
105. The initial mental or oral part of the lesson is not as effective as it should be. Sometimes it is too brief but more often lacks briskness so pupils make insufficient gains in mental agility. However, the teacher maintained a good pace as pupils used individual whiteboards in a class of mainly Year 5 pupils practising working with large numbers, and in a Year 4 class finding numbers totalling 100.
106. In the best lessons, teachers are very confident with their subject material and so impart information or techniques to the pupils clearly and in a logical order. They use questions well, not just to obtain an answer, but also to check that pupils understand the process being taught. For example, in a Year 2 lesson on doubles, the teacher asked pupils questions such as 'How do you know that's a double?' without allowing such questioning to slow the pace of the lesson. A strong feature of most lessons is the teacher's very good management of the pupils. Consequently, pupils have positive relationships with their teachers, enjoy their lessons and are eager to succeed.
107. In less successful lessons, teachers expect too little work and do not set time constraints to speed pupils up. Commonly, work is too easy for most pupils. Teachers do not make enough use of assessment information obtained from statutory testing and optional additional tests to set appropriate tasks for each pupil based on their individual level of understanding.
108. The final plenary session that concludes each lesson is not as well used as it could be by some teachers. It is most often used to re-visit work that some pupils have found difficult. Teachers do not use the time creatively enough to extend the learning of those who have a secure grasp of the concept by, for example, using their newly acquired skills to solve problems.

109. At present very little use is made of information and communication technology to support mathematical learning, as most computers are inaccessible during lessons. Good use is made of mathematical skills in other subjects. For example, pupils estimate distances in geography, construct graphs to record the outcomes of scientific investigations and use time-lines in history. Homework is not used consistently enough to promote pupils' progress in the subject.
110. The quality of marking is too variable. Although usually accurate, some marking gives pupils little encouragement to try hard. Occasionally praise is over-generous, by contrast. Very rarely do teachers indicate to the pupils what the next stage in their learning should be.
111. To improve standards in mathematics has been an important priority since the last inspection and much time and energy have been expended towards this end. An example is the 'mathematics week' run during the Easter holiday to provide extra tuition for pupils in Years 5 and 6. The headteacher and subject co-ordinator have monitored teaching and learning throughout the school but this is insufficiently rigorous to develop an overview of the strengths and weaknesses of the subject. The co-ordinator's monitoring role is under developed.

SCIENCE

112. Standards at the end of Key Stage 1 are in line with national averages and above at the end of Key Stage 2, have improved since the previous inspection. Progress is particularly noticeable in Key Stage 1, where most of the concerns identified in the previous report have been addressed successfully. The requirements of the National Curriculum are now met in full throughout the school.
113. Teachers assessed the standards pupils reached in Year 2 last summer and judged that they were well below national expectations. Higher attaining pupils had done very well in all aspects except those relating to scientific investigation. Scrutiny of pupils' work, lesson observations and discussions with pupils during the inspection, all indicate that standards have risen considerably in all aspects of the curriculum and that the particular problems around scientific investigation have been addressed successfully in both Years 1 and 2. Pupils in last year's Year 6 achieved levels in standardised tests that were in line with the national average at both the expected and higher levels, and slightly exceeded the school's own target. Pupils had made satisfactory progress when compared with their own achievement four years previously. Their results were above average when compared with schools containing pupils from a similar background. There has been a rapid rise in standards since 1998 and the previous downward trend in results has been successfully reversed.
114. Year 2 pupils enjoy their science lessons and work hard because they are taught very well. They can describe the basic features of living and non-living things, and have learned to observe and record their conclusions accurately in simple tables. They want to find things out and can make comparisons, for example, by counting the number of wheels on different types of vehicle. They have a good knowledge of the basic parts of plants and the human body, and know why the heart is important. They can group different sorts of plants and animals, and know what each needs in order to survive.
115. Attainment is above expected levels in pupils' understanding about materials and their properties. They know what things are made of, how you can sort materials into types, and why, for example, you make door handles out of metal rather than a more pliable substance. Middle and higher attaining pupils understand that materials change and give accurate, detailed explanations of the effect of water on dry clay, and why wood could never be 'returned' when burnt. Pupils have a sound understanding of most physical processes. Their understanding of electricity is less secure but more teaching is planned for later in the year. More able pupils knew that moonlight is reflected sunlight.
116. Pupils progress steadily through Key Stage 2, an improvement since the previous inspection. Year 6 work is firmly based in gaining new knowledge and using it to carry out scientific investigations. There is some use of simple bar charts and graphs to record outcomes and organise data for evaluation, but the use of information and communication technology is

generally poor. Pupils have a good knowledge of the major organs in the human body, and explain how the lungs, for example, process oxygen into the blood stream. Their understanding of the parts of a plant is less secure. They can explain why different types of habitat, high mountains slopes as compared with river banks, for instance, support different types of plant and animal life. They have a good understanding of materials and have carried out several successful investigations into mixtures including the separation of sand and water. They have a firm understanding of aspects of physical processes and can explain the effects of air pressure on a parachute. They can measure the relative degrees of force required to open a door or lift a table.

117. The overall quality of teaching is good and has improved since the previous inspection. The best teaching is still found at the end of the two key stages. In the very best lessons, teachers explain exactly what the pupils should be able to do or know by the end of the session and the class feel involved from the start. When this does not happen, pupils are not sure what the lesson is about and assessment is harder to plan. The activities in the best lessons are interesting, practical, well prepared and challenge pupils of all abilities. Good examples were seen in lessons on forces in both key stages. The teachers' own security with the subject material was respected by the pupils, who knew that they could ask testing questions of the teacher and of themselves. Pupils of all ages are taught the basic skills involved in carrying out and recording an investigation effectively. This is an improvement. They are taught to use a scientific vocabulary accurately when explaining their conclusions and have no distractions in well managed, disciplined classrooms. Pupils with special educational needs make equally good progress, especially in Key Stage 2, because the learning support assistants make sure they understand their tasks and encourage them to try hard. Older pupils are set appropriate homework that consolidates their learning and gives them an opportunity to reflect on what they have learned.
118. Some lessons, although soundly taught, do not have the same impact because the pupils are not challenged enough and the tasks that follow investigations or discussions do not make them think more deeply about what they have learned or advance their knowledge. Assessment is not used consistently to measure how well individual pupils are learning, so that subsequent pieces of work can be planned accurately to match their ability and capacity to learn.
119. The co-ordinator has been very effective in raising standards, especially in reversing the negative findings in the previous report. She is able and knowledgeable but is not able to influence work sufficiently in Key Stage 2, or know at first hand about standards, strengths and weaknesses within the subject, because she has no opportunity to observe lessons. There is no up-to-date policy, although one is planned for completion next term. The school has set appropriate targets for each year group, based on an analysis of the results of national and standardised tests. This is an improvement since the previous inspection, but these are not broken down into targets for individual pupils.

ART AND DESIGN

120. Standards in art at the end of both key stages are in line with national expectations and pupils in both key stages make satisfactory progress. This is similar to the findings of the last inspection.
121. In Key Stage 1, pupils use the limited resources available well and are able to draw objects from observation with increasing skill and enjoyment. For example, pupils were able to draw fruit and vegetables after looking at them closely and use them to print carefully onto paper in abstract patterns. Pupils talk enthusiastically about primary colours and recognise the effect of mixing two primary colours such as red and yellow to make orange. They understand how to create darker and lighter shades and use these in their work. Pupils could not, however, identify any famous artists and found it difficult to evaluate their work in order to develop and improve their skills. In Year 2, pupils have designed and made waistcoats using simple sewing stitches and have made simple coil pots all of an appropriate standard.
122. In Key Stage 2, pupils increasingly experience a range of techniques within the limits of the available resources. Pupils use pastels, paints and pencils to draw objects from close scrutiny, pupils of higher ability showing good skill in representing the complex patterns found in vegetables. Art is used well to support and enhance other subjects and good use is made of the

local environment to support teaching in the subject. Pupils in Year 3, currently looking at patterns, examined fabric designed by William Morris and marvelled at the complexity of his work produced without the aid of a computer, producing very simple symmetrical name patterns. However, pupils failed to recognise how to improve or develop their work by comparing it with others, for example. Increasingly, pupils have opportunities to develop their skills and use a digital camera effectively to produce thumbnail pictures from around the school. Visits and visitors support the subject well; for example, in previous years pupils visited a sculpture park then produced large sculptures of faces using a variety of natural materials, which Year 6 pupils remembered well. Standards of work seen show that the majority of pupils are working broadly in line with expectations.

123. Teaching seen during the inspection was satisfactory and evidence from work on display and pupils' sketchbooks indicate that teaching in general is satisfactory. This is an improvement from the last inspection, when teaching ranged from good to poor. However, insufficient emphasis is placed in lessons on self-evaluation and the development of pupils' own work. Although planning indicates pupils have studied the work of other artists' this clearly was not remembered and, as such, pupils have very limited knowledge and understanding of the range and styles of different artists and craft workers and this has not sufficiently influenced the quality of pupils' work. Parents support the subject well and help prepare materials for the sewing activities, for example, and assist in lessons.
124. The subject is being temporarily co-ordinated by the deputy headteacher. The policy and scheme of work have not been revised and although the school uses a commercial scheme of work this has yet to be fully developed, to ensure continuation and progression of skills. Resources are unsatisfactory, with an insufficient range of materials to support the teaching of the subject, and this is impacting on standards, as pupils cannot fully explore a range of mediums. Teachers often supplement materials at their own expense.

DESIGN AND TECHNOLOGY

125. Only two lessons were observed in design and technology, neither of which was for pupils at the end of a key stage. A small amount of pupils' completed work was examined, including some displayed around the school. Discussions were held with a group of Year 6 pupils and with the subject co-ordinator. In Key Stage 1, standards of attainment are average. There was insufficient evidence to make a judgement about standards at the end of Key Stage 2.
126. In Year 1, pupils begin to design a model house. They know various ways of joining and assembling the parts. Year 2 pupils have designed and made cards with moving parts and simple stick puppets. They have appropriate skills in making these items. Pupils in a mixed Year 4 and Year 5 class express their well-considered personal preferences as they examine and sample many types of bread. They use several criteria, expressing and justifying their opinions clearly. They are aware of hygiene considerations as they taste each sample. Pupils in Year 6 understand the nature of the design process and the need to alter designs in the light of experience. They have insufficient experience of working with tools to make products and then evaluating them. They have had no experience of incorporating electrical circuits or control mechanisms using information and communication technology in the products they make.
127. Not enough lessons were observed to make an overall judgement on the standards of teaching. In the successful Year 4 and 5 lesson, the teacher's own good knowledge of the subject was evident and used well to stimulate the pupils' interest. The lesson was well organised, presenting pupils with a good range of bread products to evaluate using four distinct criteria.
128. It is evident that the relaxation of the requirement to teach the full National Curriculum before the introduction of Curriculum 2000 has had a significant impact on the work in this subject. The breadth of study has been unsatisfactory but an improved programme is now being implemented using national guidance documents. The role of the co-ordinator is very under developed. He has no opportunity to monitor the teaching and learning and thus is unable to form an accurate overview of the school's provision.

GEOGRAPHY

129. Overall, standards are line with national expectations at the end of both key stages and have been maintained since the previous inspection. Pupils in Years 1 and 2 are being taught basic geographical skills more effectively. Pupils in Year 1 made very good use of their 'expedition' to explore the streets next to the school because they looked more carefully at familiar scenes using the new knowledge they had learned about types of house. They were accurate in describing them as terraced, semi-detached or as a block of flats. They used their observational skills to record their findings as drawings. They recognised the impact of people on the environment by being very critical of the amount of litter. The Year 2 teacher makes pupils aware of countries beyond their own through the exciting examination of articles brought back by the travelling Barnaby Bear. The class has also made accurate comparisons between Derby and a tropical desert island, and can use atlases or a globe to find America or China.
130. Year 6 pupils have a sound understanding of current work on mountains through successful teaching. They can explain how mountains are created and know the location of the principal mountain ranges. Learning is not so effective in Key Stage 2 when teachers are not secure in their understanding of the subject material, because pupils feel that their questions are not being answered in sufficient depth and do not pursue their enquiries. Good use has been made of the Internet to extend their knowledge. Pupils have a sound, basic understanding of the weather system and water cycle. They have a good understanding of maps and satisfactory progression can be seen from work in earlier years. They can talk knowledgeably about Britain's location within Europe and can name and position most of the continents correctly. They have some recall about Egyptian and Greek geography from work done previously in history. Pupils with special educational needs make sound progress in all classes, especially in the oral parts of the lessons. They find recording answers difficult without assistance.
131. The quality of teaching seen during the inspection was sound overall. One lesson was good because geographical skills were taught rigorously, showing pupils how they could learn from an examination of evidence. The teacher's own enthusiasm was caught by the children so that they wanted to learn more. Appropriate changes in activity kept interest levels high and good use was made of reference materials including atlases. Teachers are not as effective at setting written work as when directly teaching. Much of the pupils' written work is identical, especially in the classes containing younger pupils. This makes it very hard for teachers to assess how well the pupils are doing, to plan work that challenges pupils of different ability, or for the children themselves to know how to improve. In some lessons the teachers' expectations about the quality of the written part of the lesson are more concerned with neatness than geographical content. Assessment is not used effectively to measure progress or plan future work.
132. The co-ordinator is experienced and keen to see the subject develop, especially as geography has not been a priority in recent years, but has few opportunities to promote the subject. The policy predates the introduction of new curriculum materials and refers to the school's former approach through topic work. Timetable constraints mean that geography has to take its turn with other foundation subjects. This makes it harder for pupils to maintain their skills and work progressively to improve standards.

HISTORY

133. Owing to the school's use of a cyclical approach to the teaching of humanities, it was only possible to see two lessons in history during the inspection. Judgements are therefore based on scrutiny of teachers' planning and pupils' past work, and on discussions with teachers and pupils. However, there was insufficient evidence on which to base a judgement on standards of attainment or the quality of teaching.
134. By the age of seven, pupils are developing a sense of chronology through their comparisons of toys and games old and new, and the differences in appearance between young and old people. They understand generations in their own families and those of others and relate them to the

school generation. Much work is done in discussion and through story-telling so there is little recorded work or work on display.

135. By the age of eleven, pupils have some knowledge and understanding of several periods of British history, including work on Romans and Celts, the Tudors, and World War Two. Pupils in Year 3 make a comprehensive study of Ancient Egypt and know that the Ancient Egyptians produced paper from papyrus and that their religious beliefs involved many gods and goddesses. They have some satisfactory knowledge and understanding of the differences between farming and transport in Ancient Egypt and in modern times. In the lesson observed, the majority of pupils made satisfactory progress in a better understanding of the vocabulary associated with invaders and settlers, one more able boy pointing out that some words could go in either the 'invaders' column or the 'settlers' column since many Romans did both. The teacher had good control of the lesson during the introduction but this was a little more elusive when the pupils moved to the learning activity of sorting words into columns. This was a low-level task which all the pupils understood but several would have liked to learn more, and nothing was provided in the way of stimulating resources. It was a satisfactory background lesson, in which the teacher failed to convey her enthusiasm for the subject, but it set the context for the new study and helped most pupils to understand the chronological position of the Romans compared with the Ancient Egyptians and the Victorians. The standard of teaching in the lesson observed in Year 4, was very good, ensuring that pupils of all abilities made good progress in the methods of historical investigation. The positive management methods for keeping pupils' attention – for instance, 'I'll just move this box of scissors because I'm having difficulty hearing you' – do not set up resistance or hostility in the pupils. Pupils had very good attitudes to the subject, enjoying 'finding out' and answering questions about the evidence in front of them when they were comparing and contrasting the houses of the rich and poor in Tudor times. The teacher provided good opportunities both for speaking and listening and made good links with music in the study of madrigals. Pupils also used their literacy skills effectively in writing home as evacuees in World War 2, and these gave quite a good sense of the period. Pupils also effectively use their numeracy skills when using a Venn diagram to sum up the similarities and differences now and in the past. She ensured that it was understood that colouring in the worksheet was a very minor consideration; what mattered was the gathering of information. The learning support assistants were well-briefed and were able to give good support through effective questioning which challenged pupils' thinking. At the end of the key stage, pupils discuss the differences in the upbringing of boys and girls in Ancient Greece and know that the Greeks developed the use of the first computer – the abacus. They remember their role-play day when they dressed as Victorian children to visit Elvaston Castle – particularly the ghost! They do, however, have some trouble in placing the different periods in chronological order and there was little evidence of independent writing from personal research. Pupils' study of Ancient Greece makes a good contribution to their spiritual, social and cultural development in their knowledge and understanding of Erasthene's sieve and the discovery of prime numbers.
136. Teachers' lessons are planned according to new national guidance but the school has not yet updated its humanities policy to take account of new curriculum requirements. The school's emphasis on literacy and numeracy means that there is insufficient time for other subjects such as history, and this restricts pupils' progress. The co-ordinator is very knowledgeable in the subject but her role is undeveloped in terms of monitoring and evaluating provision and teaching of history in the school, because of a lack of non-contact time. Book resources are adequate when supplemented by loans, but there is a very small range of books in the library and a lack of artefacts makes assessment of pupils' attainment difficult. There are no formal procedures for assessment in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

137. Standards in information and communication technology are below what is expected at the end of both key stages. This is a similar position to that at the previous inspection, when standards were below expectations and progress was unsatisfactory. Progress in achieving the raising of standards has been slow, but the school is now in a period of rapid development. This is resulting in satisfactory levels of progress in pupils' learning, but because of a lack of work in the subject until recently, there has been insufficient time to raise attainment in all aspects of the subject from the low levels of 1998.
138. Only a small amount of pupils' work was available for examination. Three lessons in Key Stage 2 and a single lesson in Key Stage 1 were observed, but additional evidence was obtained in discussions with a group of Year 6 pupils and with the subject co-ordinator.
139. With some assistance, pupils in Year 2 access a specific program on the computer. They are beginning to understand some icons and use the mouse competently to access particular sorts of information. Pupils in Years 5 and 6 have appropriate knowledge of computer vocabulary. They understand what is meant by 'search engine' or 'Internet service provider', for example. They know of some search engines they will find useful. They are beginning to appreciate the importance of asking the right questions when accessing information. For example, as they use the computer to assist them in their study of mountains in geography, they realise that the single word 'rocky' may not give them the information they seek. They are aware of which everyday items use computer technology and of some possible dangers in its use. Pupils have also used CD-ROMs to find information, saved work on to disc, used a digital camera to record images and sent messages by e-mail. All have used computers for word processing, but most have under-developed keyboard skills because they have had insufficient time to practise. Similarly, their skills in organising text, constructing tables or spreadsheets and in using computer technology to control or monitor events are at best at an early stage of development.
140. The quality of teaching is satisfactory. Some teaching is good and none is unsatisfactory. In the lessons observed, teachers showed their expertise in the subject, using specialist vocabulary with ease. Some also showed their familiarity with equipment such as the newly installed interactive whiteboard. All teachers are using national guidance materials to plan lessons but are not yet assessing the level of individual pupils' skills.
141. A major obstacle to pupils' continuing progress is the inadequate accommodation in the computer suite. The crowded conditions demand high levels of co-operation between pupils, toleration by them of a certain degree of inactivity and, above all, skilful control by the teacher. All these are clearly evident, together with pupils' enthusiasm to work on the machines. Teachers' success in these respects stems from their high expectations of good behaviour and careful preparation of the pupils before they enter the room. In Key Stage 1, teachers have sensibly arranged for much smaller groups to use the room, although excitement occasionally leads to inattention or poor behaviour.
142. Because of the location of the school's computers, there is no opportunity to use them in the classroom to support learning across a range of subject areas. This reverses the situation before this school year, when all of them were in classrooms and teaching whole classes information and communication technology was difficult. Finance is now in place to provide new machines in the computer room and to redeploy the existing machines back into classrooms so that both aspects of their use can be developed.
143. Although all staff have a basic competency to teach the subject, the school recognises the need to continue to develop expertise. It is using National Opportunities Fund money to provide training for all staff in the near future. The enthusiastic co-ordinator has worked hard, with the support of the headteacher and some parents, to improve the provision. She has drafted a new policy for the subject and is preparing additional guidance for teachers. However, there is currently no means of making regular assessments of pupils' skills and understanding, so that reports to parents do not fully describe what they have achieved. The school is now well-placed to improve significantly the standards of all pupils and to address most of the remaining deficiencies.

MUSIC

144. It was only possible to observe music teaching in Key Stage 1 during the inspection and therefore there is insufficient evidence to make a judgement on the standards of attainment or the quality of teaching in Key Stage 2. Judgements are based on the scrutiny of teachers' planning and discussions with teachers and pupils.
145. In the lessons seen, standards at the end of Key Stage 1 are in line with the national expectation, and pupils are particularly good in singing. They sing tunefully and confidently, responding well to the mood of the song, and expressively matching actions and intonation to words. They increase volume on request without shouting. Pupils understand that 'gentle' songs have slower tempi and that and enjoy their lessons, smiling, nodding and swaying to the music. They pay good attention to clear diction and correct breathing, as instructed by their teachers. They observe the rhythm of waltz time accurately, holding dotted notes and minims correctly. In a lesson on pitch, almost all accurately followed ascending and descending scales with hand signals, identifying piano notes as high or higher, and low or lower. At the end of the key stage, all pupils work hard during their recorder lesson. They follow the teacher or conductor's instructions carefully and beginning to listen critically and evaluate their own performance. They are aware of a simple four-beat rhythm and play it fairly accurately. Most of them correctly identify crotchets, minims and bars. They successfully play 3-note tunes, following simple, but traditional, notation of music including dotted crotchets. The teaching in this lesson was excellent and the teacher managed this large group of pupils with ease and a high expectation of behaviour and achievement. Teaching in the key stage hymn practice was very good, with good expertise, preparation and high expectations ensuring very good progress for all abilities and ages in performing as an ensemble to improve the quality of their singing. All teachers give appropriate guidance on erect posture and correct breathing, and emphasise how important it is to be quiet and unfussy when standing up and then sitting down again. Pupils chosen to give a lead on doing the actions were very pleased with themselves when awarded with bronze stars.
146. It is evident from the planning scrutinised that statutory requirements are met in Key Stage 2, although no actual teaching was seen. Pupils sing well together in unison in assemblies and listen to a variety of music from times past and present, and from their own and other cultures. They develop a sense of pulse and learn to cope with more difficult rhythms like syncopation. They compose their own simple accompaniments to songs on percussion instruments and listen carefully to their own and others' work, evaluating them in discussion and suggesting areas for improvement.
147. Lessons are based on national guidance but the policy has yet to be revised in line with Curriculum 2000. The co-ordinator's role is undeveloped in terms of the monitoring and evaluation of provision and classroom practice, particularly in Key Stage 2, because of a lack of non-contact time and the school's emphasis on literacy, numeracy and science. All pupils are given the chance to perform in assemblies, school productions and concerts. The school forms a choir to rehearse for specific local events, but there is no all-year-round activity after school. There are no formal assessment procedures but the very knowledgeable and experienced music co-ordinator knows her pupils' achievements and progress very well. Her musical expertise is not sufficiently used throughout the school to influence the teaching of the subject. Although there is a good range of multicultural music, resources are barely adequate, since so many are in need of repair and replacement. Music has a low priority in the school, which is a shame, since the pupils enjoy it so much and achieve so well.

PHYSICAL EDUCATION

148. Standards are above national expectations at the end of both key stages and reflect the good quality skills teaching seen in Years 2 and 6. There are no significant differences between the achievements of girls and boys, and all are equally keen to succeed. Standards have risen in Key Stage 1 since the previous inspection and have been maintained in Key Stage 2. Teachers' planning makes clear that all aspects of the subject are covered in depth and are taught with equal rigour. Swimming takes place in Year 4, and the percentage of children who can swim is very high. Ninety percent have already reached the target distance for the end of the key stage.

Adventurous activities are covered appropriately on residential visits or through the school's own programme of cycling, orienteering and other outdoor pursuits.

149. The attention paid to health and safety is notable. The inspection took place in a period of extreme cold. This did not stop any aspect of the indoor or external teaching programme, but teachers were extremely careful to make sure pupils wore coats when crossing the playground after vigorous activity in the hall, had hats or hoods to wear when they returned from the swimming pool with damp hair and were properly dressed for games lessons. Pupils are being taught a high safety standard, and skills continue to be taught regularly so that progression is assured and standards rise.
150. Dance is taught effectively because teachers are confident with the subject themselves, pass on their enthusiasm to the pupils and make very effective use of commercial instruction tapes. Pupils make good progress because they concentrate hard, are challenged by the material, and enjoy their lessons so much. They make good use of skills learned in gymnastics lessons in thinking about how their bodies move, and can reflect the mood within the music. Very good use is made of learning support assistants when available. They take a full part in the lesson, and their encouragement and pleasure at pupils' success ensures that children with special educational needs try hard and make good progress. Games and gymnastics lessons are well planned and pupils make good progress because skills are taught rigorously, practised regularly and it is made clear that high standards are expected. Pupils are used to thinking about how they can improve and learn from each other through observation and discussion.
151. The quality of teaching is good in both key stages, and has improved in Key Stage 1 since the previous inspection. Teachers and classroom assistants change into appropriate clothing and lessons are well planned. Good teaching in Year 2, for example, means that the pupils themselves can explain why they have to warm up before starting work and what effect exercise has on their bodies. Discipline is very good in all classes and pupils move safely and in a controlled manner. The planning is good because the material increasingly challenges pupils to greater achievement. Tapes are well used because the teachers interrupt to reinforce the teaching and make sure pupils are successful and confident at each stage before they move to the next. The quality of learning is good because pupils are challenged creatively as well as physically, are highly motivated and know how to improve. They work well with partners, mirroring their actions in dance and planning how sequences can be extended.
152. The co-ordinator is knowledgeable and very enthusiastic. He ensures that the subject has a high profile within the school and monitors standards of teaching and learning through his regular observations of lessons as headteacher. The policy is out-dated. Attainment is not assessed formally but teachers are encouraged to ensure that pupils who do well have opportunities for excellence. There is a sound range of extra-curricular activities that are enjoyed equally by boys and girls. Resources are good and are used effectively. Pupils play competitively in various teams and enjoy moderate success.

RELIGIOUS EDUCATION

153. It was not possible to observe lessons in Key Stage 1 during the inspection. Judgements are therefore based on the scrutiny of teachers' planning and pupils' past work, and on discussions with staff. There is insufficient evidence to make a judgement on the quality of teaching in Key Stage 1.
154. Much work in religious education in the infant phase is oral, so there is little recorded evidence. There is sufficient, however, to show that pupils develop some knowledge and understanding of Bible stories, such as 'The Lost Sheep' from the New Testament or accounts of the Nativity. Pupils use their literacy skills in identifying the sources of stories in the Bible or in books on other religions in the library. They develop a knowledge and understanding of the importance of rules, in school and at home and decide which ones are most important, for instance, not running in the school corridors or answering a parent's call quickly at home. They celebrate religious festivals appropriately; for instance, enjoying making a Christingle in a service at the local Anglican church or when they write their own poems for 'Harvest.'

155. Overall, standards in Key Stage 2 are unsatisfactory, because the subject is given insufficient time to allow pupils to record what they have learned and progressively extend and deepen their understanding. In the lessons observed in Key Stage 2, the topic was the same in Years 4, 5 and 6, but the level was appropriate in all cases and the knowledge and understanding of older pupils was appropriately extended. In Year 4, higher attainers identified common strands in Creation stories, speculating on the loneliness of God before he made the world. They were interested in the idea of their own personal world and there was some very animated discussion and thoughtful contributions, for example, the girl who couldn't imagine 'a world without music.' The teacher's very effective questioning produced further thoughtful comments, for instance, the girls who wanted good and bad people in her world,' because everyone deserves a second chance' or the boy who didn't want weapons because he wouldn't want war. Both the teacher and the classroom assistant were very good at moving around the groups, adapting their questions in content and vocabulary to suit pupils' individual needs so that all could make progress. All the pupils were fully involved in the activity, working and behaving well. At the end of the key stage, pupils' understanding had deepened and they were beginning to explore some basic philosophical questions, for example, 'Did God create disease?' which resulted in some heated discussion. Teachers used the Genesis story well as a starting point for speculation and discussion of what God intended when he created the world. They read the story well, pausing frequently to check understanding and ask for opinions. Teachers valued all contributions, giving pupils a good role-model for listening to and respecting the views of others. Pupils had had time to reflect on their previous learning and so could talk sensibly about Man's destruction of the environment. Teachers related pupils' knowledge and understanding of the Fall of Adam and Eve to all the ills in the world and pupils agreed on a list, for instance, war, greed for land and power, divisions between sections of the same religion. The very good relationships between teachers and pupils and their high behavioural expectations ensured no problems of management and discipline, although in one class, a few pupils displayed a lack of interest or boredom with the topic. The same small proportion of pupils was occasionally rude to their new teacher, who had not yet had the class long enough to establish her authority.
156. Scrutiny of pupils' past work shows a satisfactory understanding of Hinduism, with a special focus on the story of Rama and Sita as celebrated in Diwali. Their study of Chanukah, displayed in the classroom, showed satisfactory understanding of this Jewish festival. Year 4 had studied places of worship and pilgrimage and based their own recounts of the story of Bernadette of Lourdes on the stained glass windows seen on a visit to Derby Cathedral. They also visited a mosque and a Sikh gurdwara in the course of their studies, and role-played a Muslim wedding with visitors to the school. Assemblies led by local Anglican clergy, an Imam and story-tellers from other cultures, all help to deepen and extend their knowledge and understanding of several religions. In discussion with Year 6, it was clear that they understood the difference between the monotheism of Islam, Judaism and Christianity, as opposed to the many gods worshipped by Hindu believers or the Ancient Greeks and Egyptians. However, although the subject meets the recommendations of the Derby Agreed Syllabus, but coverage is sometimes superficial and pupils' knowledge and understanding is not sufficiently extended and deepened, leading to unsatisfactory attainment and progress. In the circumstances which reflect the subject's lower priority within the school curriculum, standards in teaching are satisfactory in Key Stage 2.
157. Lessons are planned according to the agreed syllabus and new national guidance but, as level descriptors for assessment have only just been received at the school, there are no formal procedures. There has been much improvement since the previous inspection but, in spite of its identification as a key issue, priority has still been given to literacy, numeracy and science. The co-ordinator is well aware of what needs to be done but her role is undeveloped, especially in terms of monitoring and evaluating the provision and teaching of the subject, because of a lack of non-contact time. Resources are adequate and the school makes very good use of local resources such as the Open Centre in Derby for supporting pupils' learning. The lack of display in some classrooms reflects the subject's lower priority and its use as a learning resource is not sufficiently developed.