

INSPECTION REPORT

EGGINTON PRIMARY SCHOOL

Egginton, Derbyshire

LEA area: Derbyshire

Unique reference number: 112547

Headteacher: Mr D Barton

Reporting inspector: B Matusiak-Varley
19938

Dates of inspection: 20th – 21st May 2002

Inspection number: 230679

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:	5 - 11
Gender of pupils:	Mixed
School address:	Church Road Egginton Derbyshire
Postcode:	DE65 6HP
Telephone number:	(01283) 732748
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Geoff Smith
Date of previous inspection:	25 th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19938	B Matusiak-Varley	Registered inspector	Foundation Stage Equal opportunities English Art and design History Music Religious education	How high are standards? How well are pupils taught? How well is the school led and managed?
11084	Jane Hughes	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22059	Neil Wales	Team inspector	Special educational needs Mathematics Science Information and communication technology Design and technology Geography Physical education	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 - 15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 - 19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21 - 24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25 - 40

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Egginton Primary School is a very small, rural school, catering for pupils aged 5 to 11, situated near Burton upon Trent. It has 51 pupils on roll, 24 boys and 27 girls. Ninety-eight per cent of pupils are of white United Kingdom heritage, with two per cent of pupils of Indian origin. These pupils do not have English as an additional language and have full access to the curriculum. Two per cent of pupils are entitled to free school meals; this is below average. Four per cent of pupils are on the special educational needs register; this is also below average. There are no pupils with statements of special educational needs.

Attainment on entry to the school is average. Pupils are taught in two mixed age classes; the older children are taught in split year groups for English, mathematics and science, but are taught together for foundation subjects.

HOW GOOD THE SCHOOL IS

Egginton Primary School is a good school with some very good features. The school gives its pupils a good quality of education, and all pupils are well prepared for secondary school. The school is inclusive in all of its practices and all pupils are well prepared for living in a multicultural society. Pupils attain standards which are above the national average in English, mathematics and science by the end of both key stages, and generally all pupils achieve well in relation to their prior attainment. The quality of teaching and learning is good and, as a result, pupils develop very good attitudes to their work and behave very well in lessons. The school is well led and managed by a very dedicated headteacher who is adored by the pupils. Staff are hardworking and fulfil their duties well, in spite of the heavy constraints placed upon them in having to teach all subjects to pupils in mixed age classes. The curriculum is well planned and overall provision for pupils' spiritual, moral, social and cultural development is very good. Governors fulfil their duties well and the school provides good value for money.

What the school does well

- By the end of both key stages, standards are above average in English, mathematics, science, history and music. In Key Stage 2, standards in art are above average. Generally, all groups of pupils achieve well in relation to their prior attainment.
- Children in the Foundation Stage exceed the early learning goals in all areas of learning.
- Pupils have very good attitudes to learning and behaviour in lessons and around the school is very good.
- Learning opportunities are well planned, pupils are clear about what is expected of them and provision for pupils' spiritual, moral, social and cultural development is very good overall.
- The quality of teaching is good with many examples of very good and excellent teaching seen.
- Partnership with parents is very good.
- The school is well led and managed by a very caring and dedicated headteacher, who is a very effective classroom practitioner.

What could be improved

- The average standards in experimental and investigative science (Key Stage 1), data handling (both key stages) and foundation subjects in both key stages, with the exception of art (Key Stage 2), history and music (Key Stages 1 and 2).
- The challenge of above average attaining pupils, whose rates of progress are satisfactory but could be better.
- The identification of subject-specific skills in planning for the foundation subjects.
- The use of assessment data to inform the next steps of pupils' learning.
- The quality of teachers' marking and the presentation of pupils' written work.
- Weaknesses in the school's accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 and has made good improvement in addressing the key issues previously identified. Standards have improved in art at the end of Key Stage 2, and pupils receive their full entitlement to the National Curriculum. Good improvement has been made in developing the educational partnership with parents, and satisfactory improvement has been made in completing schemes of work; further identification of progression in subject-specific skills is needed in most foundation subjects. Above average standards have been maintained in English, mathematics and science at the end of both key stages, but standards in physical education, religious education, geography, design and technology and art (Key Stage 1) could be improved further. Standards have improved in the Foundation Stage of learning. Pupils' attitudes, provision for spiritual, moral, social and cultural development, the quality of teaching and the leadership and management of the school have also improved since the previous inspection. The school's capacity to improve further is good because staff are dedicated to improve on their previous best performance.

STANDARDS

The table relating to standards is not included as fewer than 10 pupils took the test.

Pupils enter the Foundation Stage with average skills in all areas of learning. By the end of the Foundation Stage pupils exceed the early learning goals in all areas of learning and achieve well in relation to their prior attainment. By the end of Year 2, national test results and teacher assessments indicate that standards in reading, writing and mathematics were very high, and in the top five per cent nationally, both in comparison with all schools and similar schools. The pupils' performance in science was very high in comparison with the national average. By the end of Year 6, in comparison with all schools, standards were in line in English and were well above average in mathematics and science. In comparison with similar schools, standards were well below national average in English, because several pupils taking the test had special educational needs and a small number of pupils had not started their school life at this school. Standards in mathematics and science were above average in comparison with similar schools. All results must be treated with caution due to the very small number of pupils taking the test.

Inspection findings show that pupils attain standards which are above the national average at the end of both key stages in English, mathematics, science, history, music and art (Key Stage 2), and pupils' achievements are good. In information and communication technology pupils attain average standards and their achievements are satisfactory. In all other foundation subjects, standards are in line with national expectations, at the end of both key stages, and pupils' achievements are satisfactory.

By the end of Year 2 and Year 6, pupils attain the expectations of the locally agreed syllabus in religious education and their achievements are satisfactory. Pupils with special educational needs make good progress in relation to targets identified in their individual education plans. Pupils who are above average attainers attain above average levels in English, mathematics and science and make satisfactory progress; they could be challenged even more.

At the end of Year 2, standards of attainment in investigative and experimental science are in line with national expectations, and could be higher. Overall, pupils' achievements in English, mathematics, science, history, music and art and design (Key Stage 2) are good, but, with further development in curriculum planning and better use of assessment data to inform planning, pupils' satisfactory achievements in other subjects could be higher. The school has set challenging targets for literary and numeracy which it is well placed to achieve. Last year, the school achieved its targets for numeracy but just missed them for literacy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; children really like school and are eager to learn.
Behaviour, in and out of classrooms	Very good; they understand the rules.
Personal development and relationships	Both aspects are very good. Adults and pupils work well together and form a strong community.
Attendance	Very good. Well above national averages.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good, with very good features. No unsatisfactory teaching was observed and there was almost an equal split of fifty per cent of teaching being very good and fifty per cent being good. Two excellent lessons were seen in music and in drama. The quality of teaching has improved since the previous inspection.

The teaching of literacy and numeracy is good with examples of very good practice. No direct teaching of information and communication technology was seen but, due to the satisfactory gains pupils make, it would appear that teaching is at least sound. The teaching of pupils with special educational needs is good. Higher attaining pupils' learning is satisfactory overall but they could be challenged further with the rigorous use of extension activities. Relationships are very good, teachers manage their pupils very well and planning is good in the majority of core subjects. Lesson objectives are clearly understood by the pupils and the pace of lessons is generally brisk because teachers use time effectively.

Teachers know their pupils very well and use this knowledge in planning lessons that interest and motivate them, frequently making effective use of educational visits and resources. However, there are several areas requiring improvement; on some occasions teachers set the same work for the whole class, marking does not fully inform pupils how to improve the quality of their work, and sometimes there is a lack of extension activities for higher attaining pupils. The teaching of children in the Foundation Stage is consistently good, with examples of very good practice seen.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Learning opportunities are well planned but progression in subject specific skills is not always clearly identified. The curriculum is enriched by a good range of extra-curricular activities, visits and visitors.
Provision for pupils with special educational needs	Good. Whilst few in number, these pupils are swiftly identified and receive effective support that helps them to make good progress towards targets in their individual educational plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is at the heart of what the school does well. Pupils gain many positive experiences of life in a caring community.
How well the school cares for its pupils	Very good. Assessments are good, staff know children very well but do not always use information from assessments effectively to plan future work, particularly for the more able pupils.

The school establishes a very good partnership with parents, enabling them to offer effective support to their children's learning at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. With the support of his dedicated staff, the headteacher provides a clear educational direction for the school. He sets a very good example by the high quality of his teaching and manages all educational initiatives well.
How well the governors fulfil their responsibilities	Good. The governing body is effective in its support of the school and fulfils all of its statutory responsibilities well. The governing body's expertise is well used in the school.
The school's evaluation of its performance	Good. The headteacher and governing body evaluate with great rigour and know the school's strengths and any areas for improvement well.
The strategic use of resources	Good. There are simple but effective systems to ensure that the school uses its budget wisely. A good start has been made to introducing the principles of best value.

Staffing levels are good and class sizes are small. Resources are satisfactory overall, but the present accommodation is poor. The school makes every possible attempt to use the very limited accommodation wisely and plans are in place for extension work to be completed by mid-2003. At present, the environment created is not conducive to pupils' learning.

There is no library and there is a lack of quiet space. The doubling up of the facilities, for community and school use, places heavy demands on all staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• Children make good progress.• Behaviour is good.• Teaching is good and expectations are high.• Staff are approachable.• The school is well led and managed.	<ul style="list-style-type: none">• Some would like the school to work more closely with parents.• More information about how well their children are getting on.• A better range of activities outside lessons.

The inspection team agrees with parents' positive views, but disagrees with parents' negative views. Inspection findings show that the school provides good levels of support for parents and offers various opportunities for parents to assess and discuss their children's progress during the year. In view of the very small size of the school, there is a good extra-curricular programme on offer.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The 2001 national test results and teacher assessments show that, by the end of Key Stage 1, pupils attained very high standards in reading, writing, mathematics and science. In comparison with all schools and similar schools, standards were in the top five per cent nationally, with results being well above national averages. There were no differences in attainment by gender.
2. By the end of Key Stage 2 in English, pupils attained standards which were in line with the national average in comparison with all schools, but were well below average in comparison with similar schools. In mathematics and science, pupils attained standards that were well above average in comparison with all schools and were above average in comparison with similar schools. The percentage of pupils attaining level 5 was well above the national average.
3. Over three years, the performance of pupils exceeded the national average in all core subjects. However, results must be treated with caution as the number of pupils taking the test was very small.
4. Attainment on entry to the school is average, as some children have not experienced pre-school education. During their time in the Foundation Stage, they make good gains in learning and exceed the early learning goals in all areas of learning. This is because the quality of teaching is good and children are presented with interesting learning opportunities. As a result, they achieve well in relation to their prior attainment and are well prepared for working on all subjects of the National Curriculum.
5. Inspection findings show that, by the end of Year 2, pupils attain standards which are above the national average in speaking and listening, reading and writing, mathematics, science, history and music. Pupils' achievements, including those who have special educational needs, are good. Higher attaining pupils make satisfactory progress, but there are occasions when they could be challenged further to develop their skills of literacy, numeracy and information and communication technology in other subject areas. In science, pupils could be making better progress in experimental and investigative science; progress is satisfactory overall, but insufficient opportunities are provided for pupils to present their results and findings in a variety of ways.
6. In music and history, pupils attain above average standards at the end of both key stages, and their achievements are good in relation to their capabilities. In all other subjects, standards are in line with national expectations at the end of both key stages, and pupils' achievements are satisfactory in relation to their prior attainment. In religious education, pupils attain the expectations of the locally agreed syllabus and their achievements are satisfactory. In information and communication technology, pupils attain the expected levels and their achievements are satisfactory, but they would benefit more from having further opportunities to set up databases.
7. By the end of Year 2, pupils' speaking and listening skills are above average. Pupils have a rich vocabulary and they use tenses appropriately. In reading, pupils use a full range of strategies to decipher unfamiliar words and they have good skills of comprehension, read well, have a good knowledge of phonics and are able to self-correct and read words which they are unfamiliar with. In writing, standards are above the national average; pupils use punctuation generally appropriately, their sentence structure is correct and interesting opening paragraphs are used to grab the attention of the reader. However, pupils' standards of presentation in their written work are unsatisfactory and do not reflect the high standards of their speaking and listening and reading skills.

8. In mathematics by the age of seven, pupils use the four rules of number competently and can use mathematical language well. They are able to solve simple problems and they are making good gains in mental mathematics.
9. By the end of Year 6, pupils maintain their good rates of progress and overall their achievements are good in English, mathematics, science, art and design, history and music. In English, pupils' attainment in speaking and listening, reading and writing exceeds national averages. Almost all pupils are confident and articulate conversationalists who talk authoritatively about a range of subjects, especially when they are in role in drama lessons. Most read avidly and have a good mastery of a range of writing styles. They use a wide range of vocabulary and write a variety of poetry, using metaphors, similes and comparisons. Standards are above the national average in mathematics by the end of Year 6. Pupils enjoy mathematics and have a secure grasp of the fundamental skills of numeracy, but their data handling skills are only satisfactory. Pupils would benefit from being given further opportunities to interpret data and set up databases and spreadsheets. In science, pupils set up their own experiments and record their findings in a variety of ways. They have good knowledge of electricity and the range of investigative work builds on what they have learnt earlier in the key stage. Standards at the end of Year 6 are above average in all aspects of science and pupils' achievements are good.
10. In information and communication technology, pupils attain average standards and make sound gains in learning. In religious education, pupils attain the expectations of the locally agreed syllabus and their achievements are satisfactory. In art, music and history, pupils attain above average standards and their achievements are good in relation to their capabilities. In all other foundation subjects, standards are in line with national expectations and pupils' achievements are satisfactory. However, whilst pupils' achievements are generally good overall when taking into account the good gains pupils make in learning in English, mathematics and science, in both key stages, pupils who are above average attainers could make even better gains if they were challenged more by their teachers to develop their thinking skills across the curriculum by being provided with more challenging extension activities. Pupils use their skills of literacy, numeracy and information and communication technology effectively across the curriculum, but more systematic identification of these skills would benefit all groups of pupils in consolidating their learning. Limiting the use of worksheets would also benefit pupils in developing their writing and thinking skills.
11. Overall, since the previous inspection, the school has maintained its high standards in English, mathematics and science. Standards have improved in the Foundation Stage in all areas of learning, in art (Key Stage 2), music and history at the end of both key stages. In all other subjects, satisfactory standards have been maintained.
12. The number of pupils in the school with special educational needs is very low. As a result, there are no support staff specifically employed to cater for the needs of these pupils. Pupils with special educational needs often make good progress. All pupils participate in a full range of activities, in which they are appropriately monitored and guided. Teachers work hard to help pupils achieve the targets in their individual education plans and, as a result, these pupils make good gains in learning.

Pupils' attitudes, values and personal development

13. Since the last inspection, the school has strengthened this aspect of its work. Pupils' very good attitudes, behaviour and relationships with others contribute highly to the ethos of the school.
14. All the parents who returned the questionnaire agreed that their children like school and behave well. Nearly all agreed that their children thrive on the high expectations of hard work expected by staff.
15. Pupils in the infant and junior classes have very good attitudes and these help them to make the most of their time in school. From reception onwards, they approach tasks with interest and great enthusiasm, spurred on by enthusiastic teaching. They respond particularly well to practical activities such as retelling a story straight onto a tape recorder in the infants' class. Pupils

- laughed with delight as they identified different voices on tape afterwards. Even the youngest children are eager to volunteer information in lessons. For instance, while putting a sentence together in the right order, they were really pleased when they spotted different words by removing initial or final consonants "If you take the 's' off of 'shop', you get 'hop'!" exclaimed one little girl. The others in the group listened carefully to her opinions and others tried to find different examples.
16. Pupils in the juniors are lively and keen to participate in discussions and activities. They are unselfconscious in their enjoyment of extra-curricular French, for example, happily singing songs, role-playing staff and customer in a greengrocer's shop and showing visitors what they have learned over the course of the programme. They show interest in differences between nations and the cultural differences they experience.
 17. Standards of behaviour are very good and help pupils to learn in a calm and very orderly environment. Pupils show a very clear understanding of the school rules and they respond well to the system of rewards and sanctions offered by staff. They are particularly well behaved in the confines of inadequate accommodation such as in the Memorial Hut. Here they assemble to worship and to eat lunch in a companionable atmosphere, despite the poor decorative order and unsuitable flooring. There have been no exclusions from school. Pupils react in a positive manner when visitors come into school. They relish coming into contact with representatives from different cultures and, during discussions, show a mature understanding of how other people from other cultures struggle to survive, both economically and physically.
 18. Very good relationships are at the heart of what makes this school such a successful community. Pupils relate well to their peers and thrive during co-operative endeavours. They work very well together; indeed, pupils in Year 6 say that they enjoy group and pair work more than any other aspect of their learning. A significant feature of the school is how well older and younger pupils work and play alongside one another. Even though the older ones occasionally find playground activities restricted because of the need to look out for the wellbeing of smaller children, they show commendable self-restraint and care for others. Pupils take their lead here directly from the headteacher who is an outstanding role model for them. Pupils unselfconsciously name him as one of their 'best friends' in school.
 19. Pupils' personal development is also very good and is judged to be better than when the school was last inspected. Pupils respond very well to any requests for them to make a positive contribution to the school community. They are eager to run errands and quick to offer assistance to visitors. A large proportion of the pupils attends extra-curricular activities. Interest in the French Club, for example, is high and pupils are developing a reasonable French accent and a good working knowledge of the language. Older pupils revel in the opportunities offered during residential trips to an outward-bound centre in Norfolk. They make the most of their time there to mingle with pupils of their own age and participate in a range of exciting physical challenges. These help to increase their levels of self-esteem. By the time pupils leave Year 6, they are becoming confident, independent learners. They take turns to research an assembly topic in pairs and link it to a religion. Pupils do this in their own time at home, finding illustrative resources and examples to enliven their talks, and they also work during break and lunchtimes. They gain in self-confidence as they stand up and talk to the rest of their classmates for twenty minutes about their chosen topic. Pupils extend this confident approach to other aspects of their lives. Older pupils are developing a well-grounded sense of how they can affect local issues; indeed, some already make a positive contribution to the local community. Three pupils independently arranged a 'litter-pick' of a nearby communal area and collected three large bags of rubbish. They showed a generosity of spirit in organising this and a modest response when congratulated by the headteacher in assembly.
 20. Levels of attendance are well above the national average and reflect how much children enjoy being pupils at Egginton School. Rates of unauthorised absence are below the national average. Attendance levels have improved since the last inspection. Pupils arrive at school on time and there is a prompt start to the day.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is good, with many examples of very good teaching seen. During the week of inspection nineteen lessons were seen, two of these were excellent (music and drama Key Stage 2), nine lessons seen were very good and eight lessons seen were good. All teachers are capable of giving very good lessons. The good quality of teaching is one of the main contributory factors to the high standards that pupils attain at the end of both key stages in English, mathematics and science.
22. The teaching has improved considerably since the last inspection, when it was judged to be satisfactory, with examples of good practice.
23. Central to the success of teaching is the positive atmosphere for learning created in classes by teachers' very good management of behaviour and, as a result, relationships are very good. Throughout the school, the teachers and pupils treat each other with care, consideration and respect. The pupils understand that they are at school to work hard and learn, while the teachers appreciate that to do this successfully, the lessons must be purposeful and fun. As a result, relationships are harmonious, the pupils behave extremely well and the pace of lessons is brisk. Teachers challenge their pupils into new ways of seeing things. For example, in an excellent drama lesson, the headteacher used role-play to ensure that the pupils were emotionally committed to learning about exploitation of poor people. Pupils were hanging on his every word and responded with one hundred per cent commitment.
24. This positive tone is set from an early age. Although there are considerable difficulties in implementing the Foundation Stage curriculum in mixed age classes, the teaching very successfully incorporates the overwhelming majority of the key features central to successful early childhood education and is good, with very good features. There is a lack of outdoor resources, such as climbing frames and wheeled toys, but the class teacher ensures that pupils have opportunities to develop their physical skills within the constraints of the poor accommodation. The effective induction programme and very good links with parents mean that the children settle swiftly into the routines of school. The teachers ensure that there is a rich variety of activities to support learning and good opportunities are provided for the children to make choices and develop initiatives. For example, in a very good music lesson, the teacher used time very effectively to encourage pupils to compose their own piece of music in relation to street sounds. The youngest pupils worked with older pupils and contributed very well to the composition. The selection of instruments was achieved smoothly and the pupils had just enough time to devise their music and to perform to their classmates. The effectiveness of the teaching was evident in the consistently high level of collaboration shown by the children and the responsiveness to her questioning and observations. As a result, each group succeeded in producing a simple piece of music.
25. Despite the constraints of mixed age classes, the teachers have successfully introduced the national strategies for teaching English and mathematics. Their planning is good in these subjects because the frameworks in use help them to be clear about what it is they expect the children to learn in each lesson. In some of the most successful lessons seen during the inspection, the teachers made these objectives clear to the pupils at the outset and referred to them regularly throughout the lesson. For instance, pupils in Year 5/6 made rapid gains in their appreciation of poetry because the teacher gave very good explanations of how poets manipulate language to gain maximum effect. This was because they were told what to look and listen for before they heard the teacher read John Masefield's "Cargoes" and were then able to apply the same principles in their analysis of other poems. However, when pupils are given the opportunity to write poetry of their choice, some of them struggle because they experience difficulty in structuring their thinking without a writing frame.
26. Teachers manage the pupils' behaviour very well, contributing strongly to the brisk pace of learning. Teachers use humour effectively. In the oldest class, during a literacy session, pupils were looking at adjectives used to describe an ugly witch; at one point the teacher said, "Imagine kissing her", to which the pupils roared with laughter.

27. Teachers ask questions very well and use correct technical language. In many lessons, teachers take great care to question the pupils in ways that encourage them to make links with their previous learning. In a Year 3/4 mathematics lesson, the teacher constantly reminded pupils of the connections between vertical recording of addition of two digit numbers below 100 in an extended way by increasing the complexity of numbers used and saying, "When you attempt this sum, remember what you did previously".
28. In the majority of lessons seen in other subjects, the teachers enriched pupils' vocabulary by offering an alternative choice of words and took care to explain how the meaning of sentences changes when words are used in different contexts.
29. Teachers generally set tasks that are matched to the capabilities of all pupils, but, at times, higher attaining pupils could be challenged more. The analysis of pupils' exercise books and teachers' planning shows that, in many lessons, information from assessments is not used to set extension work for these pupils, so they finish their work quickly, and generally get it right. Too often, all groups of pupils are set the same task, but their responses vary in both quality and quantity. Too often, worksheets are used that do not provide sufficient opportunities for higher attaining pupils to develop their thinking skills. In Key Stage 1 pupils are not being given sufficient opportunities to learn to record their experiments in science by setting out tables, charts and written commentaries for themselves. Teachers have secure subject knowledge of all subjects of the National Curriculum. This is seen in the way that they identify clear learning objectives and teaching points, ensuring that the tasks they set build on prior learning. As a result, pupils make good progress. Basic skills are well taught, with pupils having a growing awareness of the distinctive nature of the subject. For example, teachers stress subject-specific words so that pupils feel secure in their learning. However, there are times when even more emphasis could be placed on developing opportunities to develop pupils' skills of literacy, numeracy and information and communication technology further, so that all groups of pupils could consolidate what they have learnt.
30. Time is generally used well and lessons in both key stages move at a good pace. However, whilst teachers mark work regularly, they do not offer sufficient comments as to how pupils can improve on their previous best performance. This results in the unsatisfactory presentation of work.
31. Homework is used well to support learning. Younger pupils enjoy taking their reading books home and older pupils carry out detailed research projects. All groups of pupils are developing a genuine love of learning because they are encouraged to succeed by their teachers.
32. In class, the teaching of pupils with special educational needs is good. The relevant individual education plans are in place and contain suitable targets. Where appropriate, teachers take account of the targets when planning lessons. The co-ordinator has carried out in-service training to inform the teachers about the new code of practice.
33. Support staff make a valuable contribution to pupils' learning and help pupils carry out the instructions of the teacher.
34. Since the previous inspection, the quality of teaching has improved and there are now many more examples of good and very good teaching throughout the school.

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

35. The learning opportunities offered to pupils are good. A key issue of the previous inspection report was to 'complete schemes of work for all subjects which are appropriate to the school's own situation'. This issue has been largely addressed, although there is still some work to be done. The school is now working to the national literacy and numeracy strategies and adopting the National Curriculum guidelines in other subjects. Good progress has been made in core areas through the use of a third teacher in Key Stage 2, which has allowed the setting of pupils

according to age and prior attainment. However, further work needs to be done in foundation subjects to identify the skills that need to be taught to each age group and to ensure that these are built on from one year to the next. The schemes still need to be adapted to suit the particular circumstances of the school to ensure that subject-specific skills are progressively taught in mixed age classes. New buildings are planned for the near future and this should enhance the school's ability to teach the appropriate curriculum.

36. Throughout the school the curriculum is broad and includes all subjects of the national curriculum and religious education. The school might usefully examine the balance of the curriculum and the time allocations given to different subjects, for example, geography, design and technology and the progressive teaching of information and communication technology skills. In mixed ability and age classes, the school should ensure that the results of assessments are used when teachers plan future work and that tasks are suitably matched to suit pupils of all abilities. The school is at the early stages of considering the use of literacy, numeracy and information and communication technology across the curriculum. Consideration might usefully be given as to how the best use might be made of the computers in the school. Whilst the ratio of computers to pupils is good, very little evidence of their use was seen during the inspection.
37. The school has implemented the literacy and numeracy strategies well and all aspects are fully covered. There is evidence, from lesson observations, that this is having a beneficial effect on the standards attained by the pupils.
38. An up-to-date register of pupils with special educational needs is maintained. The school has adopted the new code of practice, although the policy is yet to be revised. Currently the school has very few pupils with special educational needs; they are presented with good learning opportunities, especially in the core curriculum areas. Targets are identified on their individual learning plans. These pupils often make good gains in learning.
39. Learning opportunities for all pupils are good. The school places good emphasis on the enrichment of the curriculum through visits locally and further afield. For example, pupils have been to Skegness, London Dome, Elvaston Castle, a Hindu Temple, Derby Museum, Kingswood (residential) and the Derby Playhouse Theatre. These and other visits enrich the curriculum and contribute to the progress in learning made by the pupils. A good range of visitors to the school also makes valuable contributions to the work pupils are doing. The provision for extra-curricular activities is good and includes soccer, swimming, French, recorders and cycling proficiency.
40. The provision for the pupils' personal, social and health education is good and, whenever possible, opportunities are included in other subjects such as science, food technology and religious education to develop pupils' knowledge. Sex education is taught as part of the Year 5 and 6 science scheme and parents have the opportunity to see the materials used before the lessons. Overall, there is very good provision for pupils' personal development, including their spiritual, moral and social development; the provision for pupils' cultural development is good.
41. The school has established good links with the local community. This is obviously the case as the village hall is used as the school. Good links have been established with the local high school to which pupils transfer, and partnership with the cluster group of small schools is good, as good use is made of sharing resources. Pupils take part in local festivals, galas, competitions and sports events with other primary schools in their cluster. All pupils have access to the curriculum and the school is inclusive in its practices.
42. Provision for spiritual development is good. This small school is very successful in nurturing pupils to become very respectful and productive members of society. Under the very positive direction of the headteacher, staff develop a supportive environment in which pupils flourish and begin to understand the feelings and emotions of others. The programme of collective worship is planned half-termly and meets statutory requirements. Pupils are given opportunities to sing, to take time for reflection and to celebrate the achievements and efforts of their friends. Staff encourage pupils to recognise and incorporate the beauty and diversity of the natural world in their work. For example, the only uplifting aspect of the prefab used as a classroom and canteen is the display of

Sunset Haiku produced by pupils in Years 3,4 and 5. Images such as 'A ball of hot fire floating', 'Grainy beach heaven' and 'The crabs are clacking their claws' add colour and sensitivity to an otherwise barren learning landscape. Staff are aware of the desirability of highlighting the spiritual dimension across all subjects, as detailed in the school's comprehensive spiritual development policy. Staff ensure that musical accompaniment is not just background noise but, instead, is commented upon and etched more firmly in pupils' minds, adding to their developing appreciation of aesthetic qualities.

43. Very good provision for pupils' moral and social development is drawn from all aspects of curriculum provision. Adults maintain consistently high expectations of pupils in all areas of school life and pupils soon learn to live up to these. Staff offer sensitive care and concern for pupils and they, in turn, learn to treat each other with respect, and to value ideas that differ from their own. For example, pupils in a Key Stage 1 literacy lesson considered the feelings of certain characters in the text. They discussed how a rabbit in a pet shop might have felt because he had not been picked for purchase. Teachers encourage pupils to undertake a variety of charitable works to benefit those less fortunate members of society. Many good lessons introduce substantive ideas on a number of themes, including the ethical dilemmas of a global economy and the impact this has on vulnerable countries. There are opportunities for pupils to assess their own school environment and to decide, as a student body, on areas for change. Pupils learn to prioritise and to look at the benefits for the whole school community. Lessons are structured to encourage team and group work and are based on developing pupils' thinking skills. Staff also promote sharing and turn-taking. Pupils take these messages to heart and point out when someone has 'missed a go' or spontaneously clap when a classmate makes a particularly good point.
44. There is good provision for pupils' cultural development. The school ensures that pupils have access to a planned programme of educational visits to places of local interest. Pupils particularly enjoy trips around the immediate environment to support specific lines of enquiry in geography and history – looking at buildings and types of houses, for example. Staff are very aware of the mono-cultural nature of the community in which their pupils live. The headteacher is innovative in his thinking and brings representatives from different cultural heritages into school whenever the opportunity allows. For example, he has employed supply teachers from the Caribbean and visitors, such as a resident Zimbabwean drummer whose skills were shared with an inner city Derby school for two weeks. Pupils are also able to experience the beauty of Japanese art alongside English watercolours in visits to art galleries. Intricate Rangoli floor patterns are also studied and reproduced by pupils, along with Mendhi hand patterns. Different cultural lifestyles are also explored in English, drama and through the personal, social, health and emotional programme. Through this varied approach, the school helps to prepare pupils for life in the multicultural world beyond school.
45. The well-structured personal, social and health education programme gives pupils a better understanding of their own needs and those of others. Specific weekly curriculum time is devoted to pupils' personal development; much of the programme's content is also taught in science lessons. The school makes provision to ensure pupils receive appropriate levels of drug and sex education so that they may make informed choices about how to enjoy a healthy and positive lifestyle. The headteacher is particularly successful at fostering a keen sense of community in the school and extends this effectively to teaching pupils about issues concerning the world beyond Britain. For example, pupils in a Year 5/6 drama lesson showed a good understanding of the problems faced by the citizens of Third World countries and how they battle daily against famine and debt. Overall, the learning opportunities offered by the pupils are good and contribute to the high standard that pupils attain throughout the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Standards of pastoral care are high. Pupils experience a very friendly and supportive environment in which they can achieve well and make good progress.

47. Procedures for child protection are very good. The headteacher is designated responsible for this aspect of care and has attended relevant training courses. Staff are familiar with the guidance issued by the Derbyshire Area Child Protection Committee, and appropriate links are maintained with outside support agencies. Staff monitor pupils' welfare carefully and, because the school is small in size, adults are quick to identify any causes for concern.
48. Very effective systems ensure pupils' health, safety and general wellbeing. Regular risk assessments are undertaken and staff record accidents. Security issues are well addressed and constantly reviewed. Staff try very hard to create a pleasant working environment for their pupils but this is extremely difficult due to the severe shortcomings of the accommodation. Only the newest junior classroom is for the dedicated use of the school. Other areas are shared with the community and, as a result, no imaginative use of space is possible, as resources have to be packed away daily. The Memorial Hut, used by pupils for assembly, lunch and as a classroom for some junior pupils, adds nothing to children's education and makes effective teaching so much more difficult for staff. Adults and children are very long-suffering about the impact this has on morale and on teaching and learning: it is totally unacceptable. A testament to the patience of pupils and staff is that they have worked so effectively in such poor surroundings for so long.
49. The school is very effective in monitoring and promoting good attendance among pupils. Registers are carefully completed and the secretary is able to produce different attendance statistics depending on the focus of staff. Parents are contacted immediately if pupils fail to arrive at school in the morning. They are generally very conscientious about informing the school of reasons for absence. Attendance levels are very high as a result and this makes a strong contribution to pupils' progress.
50. The school's assessment policy is informed by the local education authority, QCA guidance and the OFSTED Framework. Assessment procedures are good and include statutory and optional standardised assessment tests and end of unit assessment, particularly in the core areas of English, mathematics and science. Very thorough records are kept of pupils' progress, particularly in these core subjects. Targets for individuals and groups are set and teachers are able to track pupils' progress. Records of progress are also kept in the foundation subjects but they are less well developed in relation to identifying subject-specific skills. This is an area that the school needs to address. Although there is evidence that teachers assess the progress made by the pupils, the use of that assessment to inform future areas of learning is unsatisfactory. In mixed age classes, there are occasions when whole class lessons, and the tasks that are set, do not adequately challenge older and more able pupils. Teachers should be more aware of the need to build upon pupils' prior attainment further and ensure that, particularly in foundation subjects, pupils are taught the appropriate subject-specific skills from one year to the next. In Key Stage 2, the setting of pupils in the core areas of English, mathematics and science has a beneficial effect on their learning and ensures that they are often appropriately challenged and make at least satisfactory and often good progress. This is reflected in the results of national standardised assessment tests.
51. A scrutiny of pupils' work indicates that, although teachers mark work regularly, marking is very brief and does not adequately support the pupils in their learning. It consists mainly of ticks, with very few comments on how pupils might improve in the future. Higher attaining pupils rarely get work wrong and this demonstrates that they are not always sufficiently challenged in the tasks that are set. The school could usefully review its marking policy and ensure that its implementation is monitored.
52. Individual pupil profiles, containing information about the personal, social and academic development of the pupils, are maintained. These are brought up to date termly or when the learning objectives in a particular area have been achieved.
53. Procedures to ensure the effective management of pupil behaviour are very good. Staff are very clear about their expectations and consistently apply the code of conduct; the school is very calm and orderly as a result. Rewards and sanctions are well known to pupils, who respond

appropriately. The school makes certain that parents are familiar with the behaviour code – they are asked to read, sign and return a copy to school. Staff provide additional levels of appropriate support to pupils with behavioural problems; lunchtime behaviour logs are also used effectively. All staff, including lunchtime supervisors, communicate any concerns to each other. As a result, the needs of individual pupils are carefully met. No evidence of any oppressive behaviour was seen during the inspection.

54. Lunchtimes are pleasant, social occasions in spite of the very dismal surroundings of the Memorial Hut. The headteacher eats with the children and engages them in animated conversation. Lunchtime staff are friendly and have a clear understanding of the children's needs, both physical and emotional. The school secretary ensures that any medical needs are met during the day and she, too, is a strong partner in the school's pastoral care team.
55. The school maintains very good procedures for monitoring and supporting pupils' personal development. Home visits have been optional in the past but a new system has been drawn up in which the parents of each new child have the opportunity to meet a member of staff at home with their child. The induction programme is well considered and helps pupils to settle well into school routines. Comprehensive systems to ensure smooth transition to secondary school are also in place. Detailed academic and personal information accompanies each pupil. The school offers a very good range of visits and trips to extend pupils' experiences of different social settings and this helps to build their self-confidence.
56. The school has a positive approach to furthering the development of pupils with special educational needs. The provision for care, welfare and health and safety is good. The new special educational needs code of practice is being implemented. Individual education plans are drawn up, reviewed appropriately and are of good quality. Pupils' progress is tracked and monitored, especially in the core subjects of mathematics and English; when necessary they are given extra support either in class or at lunchtime.
57. Since the last inspection, the care of pupils has improved and is now judged as very good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. Parents are extremely positive about the school. They feel staff are very approachable and value the quality of teaching and the standards of behaviour. They also feel that the school is well led and managed. Inspectors confirm their very positive views.
59. The headteacher establishes very effective, regular communication with parents; this enables them to be active participants in the school community and in their children's education. The previous inspection report highlighted some areas of concern around the issue of home-school links. These have been addressed by the school and the majority of parents feel communication is good.
60. The well-considered induction programme ensures that children and parents experience an organised start to school life. Useful publications such as the school brochure and the governors' annual report to parents are detailed and provide a good insight into the ethos and routines of the school. The entrance hall contains a good cross section of information about school and the local community. Very regular newsletters are sent home, along with a broad overview of the termly topics. A more detailed curriculum newsletter is also produced and parents are invited to curriculum evenings, where different subjects form the focus for discussion. Such arrangements help parents to feel more involved in their children's learning. The headteacher and staff are usually available for parental discussions at the end of the day.
61. The quality of individual progress reports sent to the parents and carers of each child at the end of the academic year is good. They contain detailed, evaluative comments on each subject and parents gain a very clear understanding of what their children can do. A section at the end of the report also sets out what a pupil needs to do next to improve; this is good practice as it highlights areas in which parents may support their children's learning at home.

62. Parents make a very good contribution to children's learning, both at home and in school. They are very supportive of the home school agreement and sign this, along with the behaviour management policy. In this way, they have a clear understanding of what the school expects from them and their children and this works well. Parents are particularly impressive in the way they make sure their children attend school very regularly. As a result, attendance levels are very high and pupils benefit from the lack of interruption to their schooling. Home-school notebooks are also used well by most parents. These provide an effective link between staff and parents. They contain detailed interactions and allow pupils to build on work begun either at school or at home.
63. A very active parent teacher association raises significant sums of money to spend on learning resources and to support the work of the school. Parent governors provide effective support for the school and some have a regular playground presence during the school week. Parents respond well to invitations to attend special events such as the weekly 'Celebration Assembly'. The headteacher makes them feel very much part of the assembly, sometimes including them in light-hearted banter about what their children have done. There is an obvious rapport here between staff, parents and pupils and this has a significant impact on how pupils respond in school.
64. The school provides sound opportunities for parents of pupils with special educational needs to maintain links with it and to follow their children's attainment and progress. They are consulted in the drawing up of individual education plans and are able to discuss the progress of their children with the class teacher. In this way, parents are encouraged to help their children at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The leadership and management of the headteacher are good and he provides a very good role model for his staff and pupils. The headteacher shows clear educational direction and is determined that, in spite of all the constraints put upon him in leading this small school forward, all pupils will receive a good quality of education. This he achieves with the support of his small number of hard-working staff. Between them, they share the responsibilities of co-ordinating the curriculum, which they carry out effectively. The literacy and numeracy strategies have been implemented effectively and all new initiatives, such as teaching progression in phonics, have been welcomed by staff and have already started to have a positive effect on raising pupils' standards of attainment. The headteacher is a very effective practitioner who leads by example, and there is a shared commitment to developing a love of learning.
66. The school's undertaking of self-evaluation is good. The governing body and staff are fully involved in identifying strengths and areas for improvement and receive good quality information from the headteacher on which to base their judgements. The school has recently received its quality skills charter. The principles of consultation, comparison and challenge are very much to the fore because governors effectively evaluate both provision and outcome. The principles of best value are appropriately applied, especially in relation to the proposal of improving the school accommodation.
67. All staff now have a better grasp of the standards being achieved by the pupils and track individual performance assiduously, particularly pupils' standards in literacy and numeracy. They are now in a position to predict, with considerable accuracy, the future performance of individual children and to state what they need to do in order to improve. All these activities are positive indicators of the good start made by the school in establishing the principles of best value. The small staff team adopts a sensibly pragmatic approach to the business of school management. They make the best possible use of their respective expertise to tackle issues, such as policy making and curriculum planning, as a team. Teachers are open and professional in their dealings with each other. When discussing feedback from monitoring of teaching by educational consultants and the headteacher, strengths are recognised but equal weighting is given to identifying how things staff have recognised might be improved. For instance, by establishing more consistent expectations of how the pupils should present their work, standards in written work will rise. This was confirmed during the inspection when staff met as a group with the inspectors to discuss their work. Each made valuable contributions to the discussion and provided helpful insight into how they work together. Performance management has been successfully introduced. Each teacher has appreciated the opportunity to review her performance with the headteacher as well as identifying

future targets. Teachers recognise how their personal targets fit within the broader framework of the school development plan.

68. The school's capacity to succeed is good because all staff are committed to giving their pupils the best start in life. They are keen to improve their performance and they value comments identified by the effective monitoring of teaching by the headteacher. There are good procedures in place for the induction of new staff. All new staff are made to feel welcome and are fully briefed about the school's systems and procedures. The school has a sufficient number of both teaching and support staff, and all staff are appropriately trained to teach the National Curriculum.
69. The planning for future improvement is effectively based on a well carried out audit of school development planning. Both staff and governors play an active role in the evaluation of the progress of the current school improvement plan and in the creation of priorities for the next one. Governors are presented with good quality information by the headteacher and are fully aware of the school's strengths and areas for improvement. The governing body has a good oversight of the work of the school and fulfils its statutory responsibilities well. Subject co-ordinators fulfil their duties well. They provide an effective lead in their subjects and develop their subjects well. They are enthusiastic, keen to improve and, as a result, their shared commitment ensures good capacity for successfully moving the school forward. Staff who have recently joined have benefited from good induction procedures and are well integrated in all aspects of school life. The monitoring of teaching, undertaken by the headteacher, is good and staff are clear about what they need to do in order to improve their practices. The school has a sufficient number of teachers and support staff to meet the demands of the National Curriculum and all staff have received good opportunities for continuous professional development.
70. Financial planning and administrative systems are good. They support the good teaching and pupils' overall good academic progress. Good use is made of information and communication technology in the administration of the school. In a recent development, the Memorial Hall Trustees and school have put together a £350,000 scheme to improve the accommodation for the pupils, which at present is poor. This work should begin in the near future. The school has an above average budget surplus of 9.5 per cent, but this is justified in light of the building work that is to take place, and also reflects the desire of the governors to maintain the pupil/teacher ratio, even if there is a fall in pupil numbers. The governing body has appropriate procedures in place to monitor the budget expenditure and, together with the headteacher, is clear about its spending priorities. The governing body has a finance committee and, together with the headteacher, takes a strategic view of the school's development and plays its part in budget monitoring. The headteacher and administrative support contribute to the effectiveness of the governing body by supplying good quality information as a basis for governors to make decisions. They budget systematically for significant expenditure.
71. The allocation and spending of financial resources are linked well to priorities identified in the school development plan. The school development plan is fully costed and is an effective working document that provides a clear perspective on educational priorities. Specific grants are used well. Satisfactory checks are in place to control ordering, invoicing and spending.
72. Resources are satisfactory overall, but pupils would benefit from a few extra laptop computers. It is very difficult for staff to keep any surplus resources due to a shortage of space. Resources for the Foundation Stage of learning are satisfactory overall, but there is a shortage of outdoor play resources, such as climbing frames and wheeled toys. The school makes good use of its association with local cluster groups in exchanging toys for the Foundation Stage of learning.
73. Accommodation is poor. There is no library, there is a serious shortage of space, the secretary does not have an office and staff do not have a private staff room and, whilst the school has good relationships with the community, the communal sharing of the village hall is unsatisfactory. Staff have to move resources and take down displays and this adds undue pressure to their already heavy workload. The prefab is used as a classroom and dining hall. It does not lend itself to providing a suitable area for learning and socialising. There is no room for interactive displays and furniture is well worn. The school makes the best possible use of the jointly-used community

accommodation, but nevertheless it does not contribute to the enhancement of pupils' learning. Plans are in place to rectify this, but with the increase in families moving into new housing developments in the area, increasing pupil admission numbers will not be possible in light of existing accommodation.

74. In spite of the restrictions of accommodation, especially in relation to the lack of a library, pupils' research skills are good. This is because appropriate opportunities are provided in classes to use both the Internet and library packs to compensate for the lack of a library.
75. Administrative routines are carried out effectively and an unobtrusive secretary ensures that no unnecessary administrative pressures are placed upon the staff, and she carries out her duties well. Information and communication technology programs are used appropriately to keep track of pupils' progress and this is helping raise pupils' standards of attainment.
76. Good administrative systems for special educational needs have been established and are efficiently carried out. The co-ordinator is knowledgeable and enthusiastic and has completed the in-service training for staff on the new code of practice; the policy for special educational needs is being revised. There is a school inclusion policy and all pupils are fully involved in the life of the school.
77. Since the previous inspection, the leadership and management of the school have improved and there is a more equitable distribution of responsibilities among staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. **Raise the satisfactory standards of attainment and pupils' rates of progress in foundation subjects, experimental and investigative science (Key Stage 1), data handling (both key stages) to good by: 9, 10, 29, 35, 80, 89, 101, 109, 110, 113, 115, 117, 118, 129, 135, 138, 142, 150, 161**

- clearly identifying progression in subject-specific skills in schemes of work for foundation subjects to suit the needs of pupils in mixed age classes;
- ensuring that pupils in Key Stage 1 have further opportunities to record their work in experimental and investigative science;
- ensuring that further opportunities are provided for pupils to develop their data handling skills in both key stages;
- identifying opportunities for pupils to develop their skills of literacy, numeracy and information and communication technology across all subjects of the National Curriculum (this has been identified in the school development plan);
- challenging higher-attaining pupils with further extension activities in lessons;
- limiting the use of worksheets.

Using information from assessments to plan the next steps of pupils' learning, so that: 36, 50, 80, 95, 107, 111, 118, 139, 144, 161

- higher attaining pupils can be more effectively challenged in developing subject specific skills;
- teachers can rely less on whole class teaching strategies and plan work that takes into account weaknesses identified by assessment.

Improve teachers' marking and pupils' written work by ensuring that: 9, 30, 51, 101, 102, 115, 118, 163

- marking is informative and tells pupils how to improve the quality of their work;
- teachers place more emphasis on improving the presentation of pupils' written work (this has been identified in the school development plan).

Improve the quality of accommodation as and when funds allow by: 17, 70, 73, 117

- so that pupils can undertake private study;
- providing an office for the school administrator, a hall for physical education, a separate staff room and toilet facilities for staff, and appropriate space for parents to have private consultations with staff should the need arise.

(Plans are already in place to improve the quality of accommodation.)

Minor issues 24, 29, 36, 91, 117, 147

- Improve outdoor play resources for pupils in the Foundation Stage.
- Purchase laptop computers as and when funds allow.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	8	0	0	0	0
Percentage	11	47	42	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	51
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	2

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	2
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	0.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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 (Year 2). As there were fewer than 10 pupils, percentages were not reported.

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	[]	[]	[]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	[]	[]	[]
Percentage of pupils at NC level 2 or above	School	100 (80)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	[]	[]	[]
Percentage of pupils at NC level 2 or above	School	100 (80)	100 (80)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6). As there were fewer than 10 pupils, percentages were not recorded.

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	[]	[]	[]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	[]	[]	[]
Percentage of pupils at NC level 4 or above	School	50 (100)	75 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	[]	[]	[]
Percentage of pupils at NC level 4 or above	School	75 (100)	75 (100)	75 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	44
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.1
Number of pupils per qualified teacher	16.5
Average class size	25.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	17

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	158,932
Total expenditure	155,634
Expenditure per pupil	3,052
Balance brought forward from previous year	11,730
Balance carried forward to next year	15,028

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

38

Number of questionnaires returned

30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	60	40	0	0	0
Behaviour in the school is good.	67	33	0	0	0
My child gets the right amount of work to do at home.	47	43	7	0	3
The teaching is good.	67	30	3	0	0
I am kept well informed about how my child is getting on.	30	57	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	47	50	3	0	0
The school expects my child to work hard and achieve his or her best.	63	33	3	0	0
The school works closely with parents.	27	43	30	0	0
The school is well led and managed.	33	63	3	0	0
The school is helping my child become mature and responsible.	60	33	0	0	3
The school provides an interesting range of activities outside lessons.	13	40	23	7	17

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

79. Children in the Foundation Stage of learning are taught in a mixed age class with Year 1 and Year 2 pupils. There are two entry points to the Foundation Stage during the year, one in September and one in January. At present, there are six children in the Foundation Stage and their attainment on entry, although very variable, is average overall.
80. All children achieve well in relation to their prior attainment because the provision for them is good. The curriculum is well planned, according to national guidelines; there is an appropriate balance between learning through discovery, structured play and formal learning of skills of reading, writing and number. Staff try very hard to give these young children the best start they can have to learning. They carry out detailed baseline assessments, along with observations of children at work and play, and more formal recordings of children's progress in, for example, their acquisition of phonics and early reading skills. The range of assessments used is good and information gained is generally used appropriately to plan the next steps of pupils' work. However, on the rare occasion, above average attaining pupils could be challenged further by having more opportunities for formal recording of their work.
81. The quality of teaching is good overall in all areas of learning, with examples of very good practice seen during the week of inspection; no formal teaching of physical education was seen. Children in the Foundation Stage are taught by three part-time teachers, who know how these young children learn. In all areas of learning, teachers have good subject knowledge and know their pupils well. They plan stimulating learning opportunities, encouraging children to use all of their senses. For example, when learning about symmetry, the children were delighted to see an identical pattern appear on the folded wings of a butterfly. They gasped in amazement when the teacher put paint on one wing and told them that the other wing would be identical. Teachers have very good relationships with the children in their care. They value their responses and ensure that children are very clear in understanding instructions. This has a very positive effect on learning because children feel secure when undertaking any work. Activities planned for the children are challenging but achievable. For example, when children read the story of 'The Perfect Pet', they were given a lot of encouragement to sequence events of the story in the right order. At all times, children were given positive encouragement to persevere on task and all succeeded in putting the main parts of the story in correct order. Teachers are effective role models for the children; they model correct use of speech to these young children and consistently upgrade their language. As a result, children exceed the early learning goals in all areas of learning by the end of the Foundation Stage and have above average speaking and listening skills.
82. The teaching staff use very effective questioning skills; for example, in numeracy lessons, children are encouraged to verbalise their thinking. When learning how to add on, the teacher covered four cars with a cloth and asked the children to imagine them by adding on three more. Very good gains were made in learning because children were now using symbols in developing their thinking.
83. Teachers manage children very well. They use praise realistically and tell the children when they are achieving their learning objectives. However, on occasions, higher attaining children could be challenged even further by being asked to write more and by being given even more challenging texts to read. It would help raise rates of progress further if the teachers were even more insistent on ensuring that all children form their letters correctly during writing sessions.
84. Teachers have high expectations of children in the Foundation Stage and check their understanding during lessons. For example, in a numeracy session, the teacher ensured that all groups of pupils understood the meaning of the "line of symmetry". In an art lesson that followed,

two of the youngest children quickly identified the line of symmetry in a painting. Homework is used well in the Foundation Stage to support pupils' learning. Children take reading books home regularly and parents are informed of the work covered in class so that they can support their children's learning at home.

Personal, social and emotional development

85. By the end of their time in the Foundation Stage, children exceed the early learning goals and make good gains in their learning. They develop very positive attitudes to their work, know how to start and finish a task and persevere when they encounter any difficulties. They develop good social skills, for example, they listen attentively, share their toys and wait patiently for their turn when answering questions. They understand that their friends have different needs and that not all of them might want to play the same game at the same time. Children are polite; they have a developing sense of their own needs and form very good relationships both with their friends and with adults. They understand what is right and wrong and are very keen to comfort any of their friends if they fall over in the playground. Children are happy, confident, keen to learn and love coming to school.

Communication, language and literacy

86. By the end of the Foundation Stage, children exceed the early learning goals in communication, language and literacy and make good gains in their learning. Children speak clearly and confidently and know how to take turns and listen to one another. When reading Peter Coplona's 'Perfect Pet', they are able to predict the pet Little Hen wants. They can talk about where they live, describing their family and friends. Most of the children know their initial letter sounds and can sound them out when deciphering unknown words. They can write their names confidently and higher attaining pupils can write simple sentences unaided, although at times when they write they do not have the correct letter orientation. Children play well with one another in the role-play area and eagerly diagnose illnesses of pets when admitting them to the vet's surgery. They can sequence the events of stories and easily identify characters and plots in their reading books.

Mathematical development

87. By the end of the Foundation Stage, children exceed the early learning goals in mathematical development and make good gains in their learning. They can count to 60 and they understand how many numbers make up 20. They know that numbers get bigger when you add and smaller when you take away. In the role-play area, they can sort coins up to 50p, and they can count and record numbers by tallying. They can name shapes and they can match them up on computers. They take great delight in reciting number rhymes and they love stories which encourage counting, such as "The Very Hungry Caterpillar". They know in which sequence days of the week occur and they understand the concept of more and less. They can build with three-dimensional shapes and they know the difference between tall, short, fat and thin. They set out their simple sums neatly, but occasionally they reverse numbers.

Knowledge and understanding of the world

88. By the end of the Foundation Stage, children exceed the early learning goals in knowledge and understanding of the world and make good gains in learning. They know about "people who help us", and the majority of the children want to be firemen when they grow up. They thoroughly enjoyed their trip to the fire station and they know about the dangers of fire. They use the computer well and have good mouse control skills. They thoroughly enjoy making moving windmills, using brass fasteners, and they know that you have to punch holes correctly if you want your Teddy Bear to move when using brass fasteners.
89. Children make different sorts of homes from play bricks, including a home for Dogger (a character in a well loved story). They design a three-dimensional model of the bears' house in "Goldilocks and the Three Bears", and they talk about ways in which they can improve their design by making the door larger for Daddy Bear. They develop their early skills of scientific enquiry by making

observations and predictions of why plants need sun to grow, but insufficient opportunities are provided for them to record their work. They are making good gains in understanding the concept of old and new and have good awareness of early chronological skills, such as the passage of time.

90. They talk eagerly about their trip around Egginton Village, looking at different houses, and extol the delights of living in the countryside rather than a large town.

Physical development

91. By the end of the Foundation Stage, children exceed the early learning goals and make good gains in their learning. Although no direct teaching was seen during the inspection, children were observed in the playground and during lessons, which demanded the use of their physical skills, such as painting, cutting and building. Children are well co-ordinated for their age, have good cutting and pencil control skills, can run, jump, skip, hop and are aware of others in the playground. They have a good sense of team spirit when they organise their own play. However, there is a lack of outdoor play equipment, such as wheeled toys and climbing frames, and this restricts opportunities for children to develop their skills further. When painting and drawing, they use their brushes appropriately and they pay attention to detail when they draw. All children enjoy collage work and they can thread beads and cubes accurately; their cutting skills are well developed, especially when cutting around circles for the caterpillar.

Creative development

92. By the end of the Foundation Stage, children exceed the early learning goals and make good gains in their learning. They love working with natural materials, exploring textures and forms, and they develop good observational skills. They can detect patterns on leaves, know that there are many different shades of the same colour, and they listen and respond to music, joining in appropriately with their favourite songs. In role-play, they use their imagination freely, making up different scenes and incidents to enhance their story plot, for example, the range of illnesses their pets encounter when visiting the vet. Children sing well, keep in time and can keep time using percussion instruments. Children make good gains in developing their skills of finger printing, paint bubble blowing, collage and painting, using a variety of paintbrushes.
93. Since the previous inspection, standards of children's attainment, the quality of curriculum planning and teaching have improved. Provision is good, but further attention needs to be placed on improving outdoor play resources when funds allow.

ENGLISH

94. The national tests and teacher assessments for 2001 show that, by the end of Year 2, both in comparison with all schools and similar schools, in reading and writing, pupils attained standards which were very high and were in the top five per cent nationally. By the end of Year 6, pupils attained standards that were in line with the national average in comparison with all schools and, in comparison with similar schools, standards were well below the national average. These results must be treated with caution because the number of pupils taking the test was very small and several pupils had special educational needs. Whilst they achieved well in relation to their prior attainment, this was not reflected in the average points scores attained. In Year 2, above average attainers did well in achieving the higher levels in reading and writing. In Year 6, 50 per cent of the group of pupils achieved above average standards. Taking three years in total, the performance of pupils exceeded the national average for their age group in reading and writing. There was no difference in attainment by gender. In Key Stage 2, over three years, the performance of pupils in English exceeded the national average for their age group. Boys did better than girls, but this was not reflected in inspection findings.
95. Inspection findings show that standards in speaking and listening, reading and writing are above the national average at the end of both key stages and pupils make good gains in their learning.

Above average attainers make satisfactory gains overall and, whilst they achieve high standards, they can nevertheless be challenged more to develop their literacy and thinking skills in other areas of the curriculum. The school is not yet making the best possible use of all of its good assessment data to set more challenging tasks for these pupils. Staff have recognised this as an area for improvement.

96. By the end of Year 2 and Year 6, pupils rapidly develop their oral skills, because the teachers consistently encourage them to offer views and opinions and to listen carefully to the thoughts of others. The youngest children love joining in with stories and many will ask the teacher spontaneously if they are uncertain about the meaning of new words. Equally, the teacher successfully encourages talk through the use of "discussion partners", where children share their ideas before reporting back to the class. Many are skilled at working collaboratively because of the strong emphasis placed by the teachers on the development of social awareness. By the age of 11, pupils are confident and articulate conversationalists who talk freely on a wide number of subjects. In a drama lesson, pupils were able to present points of view from different perspectives of workers in a Third World country importing fruit, and used appropriate registers at all times.
97. Almost all pupils are swift to learn to read and write, because the teachers have made good use of the guidance provided by the National Literacy Strategy and teach these skills effectively, especially phonics, which pupils apply to their reading of unfamiliar words. In Key Stage 1, pupils are exposed to various types of text, including a good range of contemporary children's literature and poetry, and traditional tales. It is evident from talking to the pupils that almost all enjoy books, read widely and regularly at home and at school. They are developing a good range of methods to tackle unfamiliar words, including a thorough appreciation of the sounds of letters. Many of the pupils are able to make sensible guesses and approximations based upon their understanding of what has gone before and the context of the unknown words.
98. By the age of 11, almost all pupils are skilful and discerning readers. They understand the impact of the first and third person narrating and, when asked what they like about poetry, they are eager to describe the fun associated with finding the right word to match a visual image they have in their heads. Pupils read books from different cultures. They make very good attempts at writing in patois, reproducing accurate dialect, and they read texts, clearly demonstrating the emotions intended by the author. They evaluate texts, referring to relevant passages to support their opinions. They can distinguish between fact and opinion and they know how the choice of language, organisation and layout of text influences the reader. When reading poetry, the oldest pupils can identify patterns in language, poetic forms and structures of paragraphs, meter, verse pattern and rhyme. When reading Jack Prelutsky's "The Witch", pupils easily identify adjectives that conjure up imagery, such as "cracked and chipped and crackled lips that frame a toothless grin". This they read with great expression and enthusiasm.
99. Pupils at the end of both key stages achieve above average standards in writing and make good gains in their learning. By the end of Year 2, pupils can map out a story plot and they can sequence events in order. They can write about events from their own experience, such as visits made to museums, and they contribute to class stories and poems. They write well-sequenced accounts of activities, and their writing demonstrates correct use of tenses, subject-verb agreement, relationship of punctuation to intonation and emphasis; the majority of pupils' written work shows correct punctuation. Pupils have good phonic awareness and use the rules taught in their lessons on phonics to their writing. For example, pupils apply their middle and final vowel phonemes accurately and their spelling of most commonly used words is usually correct.
100. By the end of Year 6, pupils can plan, write and edit their work and know how to use features of persuasive language to present information. However, some pupils struggle when they are given a wide choice of writing, especially when writing poetry. Pupils' writing is better when they can model a structure. For example, one pupil in Year 6 wrote a poem on the futility of war. When he read it to the class, the pupils broke into spontaneous applause because he had presented his viewpoint both passionately and clearly. On occasions, the flow of pupils' writing is restricted by the use of worksheets.

101. Pupils vary their sentence construction for effect and they have a good awareness of the audience. All pupils can write within time constraints. There has been a recent focus on improving the quality and presentation of the pupils' writing by providing greater opportunity for them to write more extended pieces that can be polished and improved. There are good signs that pupils of all capabilities in Key Stage 1 have made good progress since September. For instance, one lower attaining pupil in Year 1, who was simply writing strings of letters with no demarcation in September, is now writing short sentences and phrases, which can be readily understood. In Year 6, pupils have completed a good volume of work of various types and styles, including autobiography, diaries, personal responses to literature, letters, reviews and accounts of educational visits. Pupils use information and communication technology to support their learning, especially when it comes to drafting and redrafting. However, an analysis of pupils' work shows that a great deal of written work is based upon worksheet materials. Although much of this work is useful and relates to important features of language, such as spelling and phonics, the gaps between pieces that pupils have written for themselves are too long. The standards of presentation at both key stages need improving as, at present, they are untidy. Pupils in both key stages would benefit from greater and more frequent opportunities to write independently and not being restricted to the confines of worksheets.
102. The quality of teaching is good. Teachers plan thoroughly, especially when planning guided reading in the oldest class. The staff have recognised that standards of pupils' presentation of work are not high enough and there is a concerted whole school effort to improve this aspect of the pupils' work. As yet, due to the very early stages of staff's insistence, this is not yet having a positive effect on standards. In lessons, the teachers encourage the pupils' participation. For example, in an excellent drama lesson, pupils were very engrossed in their work when exploring the ethical issues of cheap labour. The headteacher had engaged pupils' emotions and very effectively presented the learning in a context expressing human dilemmas. This resulted in pupils wanting to find out more about the plight of people in Third World countries. In Key Stage 1, the quality of teacher's story telling and reading is very good and her ability to establish character through change of voice works very well. As a result, when she questions the children about the story, they are full of ideas and opinions. Similarly, in Key Stage 2, the teacher's very good subject knowledge leads to some very effective teaching of poetry, as seen by the good range of haikus written by Year 3 and Year 4, and the well structured sonnets written by Years 5 and 6. Even though teaching is good, there is a need for staff to provide further extension activities for above average attainers to develop their thinking skills and deepen the knowledge of the work studied because, on occasions, they find the work too easy. Teachers mark work regularly, but further emphasis needs to be placed on ensuring that teachers' marking specifically states what pupils need to do to improve. Whilst teachers do this verbally, a written record for pupils would be valuable so that pupils can be reminded of their targets. Support staff, although few in number, support Key Stage 1 pupils well and make valuable contributions to their learning.
103. Pupils have very good attitudes to learning; they are keen to improve their work, as evidenced through their drafting of stories and they work well collaboratively. Behaviour is very good. Pupils are attentive; they listen to their teachers and are polite in lessons.
104. In spite of the restrictive accommodation, the lack of library and interruptions to learning caused by power failure when all of the computers are switched on, pupils have sound research skills because teachers go out of their way to make sure that pupils have access to books and CD-ROMs. However, there is no place for pupils to undertake private study and research, and teachers have to work exceptionally creatively to ensure that pupils have full access to a broad and balanced curriculum. However, this is time consuming when furniture and resources have to be packed away for community functions, and this causes an unnecessary workload for teachers. The curriculum is well co-ordinated and assessments are good, but their use could be developed further by ensuring that teachers target pupils' specific weaknesses in lessons by using their mistakes as teaching points.

105. The school has maintained its high standards since the previous inspection, but the quality of teaching has improved. However, further identification of developing pupils' skills of literacy across the curriculum would help raise standards even further.

MATHEMATICS

106. At the end of Key Stage 1, standards in the 2001 National Curriculum tests were very high in comparison with all schools and with similar schools. At the end of Key Stage 2, standards were well above in comparison with all schools and above the average for similar schools. These results indicate that standards have been at least maintained since the previous inspection report and the four-year trend of standards is consistently above the national average.
107. The inspection findings are that standards at the end of both key stages are above national averages and that the majority of pupils, including those with special educational needs, make good progress in their learning. The setting of Key Stage 2 pupils into two groups has had a beneficial effect on their learning, although there are occasions when higher attaining pupils could be challenged more, especially in their use of data handling. Although assessment procedures are good, teachers do not always use the information appropriately when planning work for individuals or groups. Scrutiny of pupils' work indicates that there is very little difference in the tasks for pupils of different attainment levels.
108. Pupils have very good attitudes to learning and respond very well to the teaching of numeracy. They have a range of good opportunities to solve problems and carry out investigation work both in the mental/oral sessions and during the main activities. Good links are made not only with number but also with various aspects of shape, space and measurement, time and money. Pupils in both key stages have a good understanding of number, due to the care teachers take to ensure that pupils do not learn by rote but develop a thorough understanding of mathematical strategies and concepts. By the end of Year 2, many pupils have a good understanding of number to 100, place value, addition and subtraction. Higher attaining pupils are able to count in hundreds, are introduced to simple multiplication and are able to explain the strategies they use in solving problems, for example receiving change when shopping. Older pupils in Year 6 have a thorough knowledge of fractions, decimals and percentages and have developed good skills of calculation. They are introduced to the use of unknowns in algebra and triangular numbers.
109. Pupils make good progress in understanding the concepts of two and three-dimensional shape. Younger pupils learn about the various aspects of time and use this knowledge to solve problems and construct a pictogram. They learn how to measure using standard units, such as metres, centimetres and kilograms. Older pupils rotate a shape through 90 degrees and use co-ordinates in four quadrants. They are aware of the different types of triangles and construct them using compasses. They are able to measure and calculate angles. There is evidence of data handling, sometimes linked to other areas of the curriculum such as science, but currently the school could be providing further opportunities to study this aspect in more depth. One of the reasons for pupils' achievements being only satisfactory is that the use of information and communication technology and mathematics across the curriculum has not yet been formally planned and, when it does take place, it is by chance rather than teachers having discussed the need to do so and including it in their long term planning. In a good lesson observed during the inspection, pupils learnt how to use and read a line graph showing the cost of packets of felt tip pens. In a future lesson they are to construct their own graph that converts Euros to £s. Teachers rightly follow national guidance, but these pupils are capable of being stretched even further.
110. Overall pupils in both key stages make good gains in mathematics; higher attaining pupils make satisfactory gains and would benefit from greater challenge in order to improve their rates of progress even further. There is a need to ensure that mathematics is consistently used in other areas of the curriculum. A good example of this was seen in a Key Stage 2 food technology lesson where a small group of pupils were using their knowledge to weigh out the necessary ingredients to make spicy apple pies. There is an overuse of worksheets and this has a negative effect on pupils' handwriting skills and also on the quality of the presentation of their work. Teachers have implemented the numeracy strategy well and lessons demonstrate that all the component parts are included. The various aspects of mathematics are included in teachers'

planning but more emphasis is needed on data handling. Overall the quality of teaching is good, with examples of very good teaching seen; as a result, pupils make good gains in learning. Teachers communicate the key teaching points for the lesson at the outset, during the lesson and at the end. This helps pupils stay focused. During lessons, teachers give good feedback to pupils about the way in which they structure their thinking. This helps pupils sequence their thinking when sorting out problems.

111. The behaviour and attitudes of the pupils are very good. They are very willing to answer questions and are attentive and willing to work hard. The great majority are able to concentrate on the task in hand. When asked to work in groups, they are mature enough to do so sensibly. Teachers' planning is thorough and, especially in Key Stage 1, there is humour and a relaxed atmosphere in lessons. Teachers have good subject knowledge and make imaginative use of the resources available to them. They ask questions that probe pupils' understanding, although there are occasions when the pace of lessons in the mental/oral sessions is a little slow. Teachers use time effectively and in plenary sessions try to assess whether pupils have fully understood the tasks. Assessment procedures in mathematics are good. Pupils' progress is tracked and predictions made about future levels of attainment. Group and class targets are set. However, the results of assessments are not always used to set appropriate individual targets. Teachers mark work regularly but not sufficiently thoroughly and it does not inform pupils how to improve their work.
112. Co-ordination of the subject is good and mathematics has been correctly emphasised as being an important core curriculum area. Resources for the subject are satisfactory.

SCIENCE

113. Standards at the ages of seven and eleven are above the national averages. Most pupils are making good progress, especially in the aspects of life processes and living things and materials and their properties. From scrutiny of pupils' work, it is evident that more emphasis should be placed on physical processes in both key stages and scientific enquiry in Key Stage 1. There are occasions, in mixed age classes, when higher attaining pupils are not sufficiently challenged. This is especially the case in Key Stage 1, though it does occur on rare occasions in Key Stage 2 despite the setting of pupils according to age and ability. Overall, their rates of progress are satisfactory, but they could be better. Pupils with special educational needs, although few in number, make good gains in relation to the targets identified in their individual education plans. In the national tests at the end of Year 6 and the teacher assessments at the end of Year 2 in 2001, standards were well above the national average compared with all schools and, at the end of Year 6, above the national average for similar schools. Inspection evidence generally confirms that standards have been at least maintained since the previous inspection in 1997. Trends over time indicate that standards at the end of Year 6 have been consistently above the national average. There has not been any significant difference in attainment by gender.
114. By the age of seven pupils investigate sound and vibrations and how snails move. However, there is insufficient emphasis on scientific investigations and on the processes of planning, enquiry and fair testing. Whilst standards are in line and pupils' achievements are satisfactory, they could be better. This is because there is a lack of differentiation in the tasks set by the teachers and all pupils from reception to Year 2 often do the same work. More opportunities could be found for pupils to set up their own experiments and tests. As a result, higher attaining pupils could be challenged further; currently they only make satisfactory progress in their learning. Throughout the subject in both key stages, there is an over emphasis on worksheets and this reduces the opportunities for extended writing. Pupils know how living things move in a variety of ways, for example, birds fly, fish swim, monkeys walk. They are aware of the names of different plants and of ecological issues. They discuss how plants and animals need protecting, for example, how hedgehogs need looking after in order to preserve them. Cress is grown and sunflower seeds planted, but there is a lack of understanding of the scientific processes involved in this investigation. Studies are made of the food cycle, teeth, the lifecycle of a frog and the differences between living and non-living things. Pupils discuss what happens to materials when they burn, for example, paper, wood, plastic, wax and fabric and the effect of heat on an egg when it is boiled. However, there is a lack of explanation as to why materials are suitable for different purposes and

why different animals are suited to the environment that they live in. Pupils discuss which sounds they like the best, loud, soft, high or low and which instruments are tapped, blown or shaken. The differences between transparent, opaque and translucent are discussed. Simple circuits are constructed and pupils are aware of appliances that use electricity and of magnetism and the forces of pushing and pulling.

115. Whilst there is an appropriate emphasis on science and overall groups of pupils make good gains in learning, there is an over emphasis on the use of worksheets and a lack of opportunity for extended writing. Too much time is wasted on colouring in worksheets. There is insufficient emphasis on the use of information and communication technology, predictions, fair testing, drawing conclusions and the use of tables and charts. Standards of presentation of written work are unsatisfactory because pupils do not record their work neatly.
116. By the end of Year 6, pupils make good progress and are aware of the process involved in writing up a report of an experiment or investigation. They label diagrams and make good use of graphs and charts. Pupils use scientific vocabulary when writing up their conclusions, based on results they have obtained. A very good example of this is the setting up of an experiment to investigate which of the containers, made of different materials, best conducts and insulates heat. This work made good use of numeracy and information and communication technology skills. Pupils know about the conditions necessary for plants to germinate and grow, about the main groups of food and the need for healthy eating to prevent, for example, tooth decay. In a good Year 3 and 4 lesson pupils learn about the human skeleton and its function and have a good knowledge of the main internal organs of the body. They know about the permeability of rocks and what happens when water freezes. Using sieves, the solids sand, iron filings and salt are separated and pupils learn how evaporation separates dissolved solids from solutions. Magnetism and gases are studied and pupils know how light entering a mirror is reflected. The influence of the sun on the earth is investigated and pupils learn how shadows are formed. The sources of electricity are studied and pupils develop their knowledge of the construction of circuits and what happens when the number of bulbs is increased.
117. Staff have not yet formally planned the use of literacy, numeracy and information and communication technology in science, although this has been identified through the school's good system of self-evaluation. The frequent use of worksheets should be reviewed to promote more opportunities for extended writing, particularly by older and higher attaining pupils. More emphasis should be placed on scientific investigation, especially in Key Stage 1, and on the processes of planning, predicting, fair testing and coming to a conclusion. Care should also be taken that time is not wasted in activities that are not scientific, such as colouring in worksheets. Pupils would also benefit from the use of laptop computers to support their learning, as the present accommodation is very cramped.
118. In the two lessons seen during the inspection, the quality of teaching was good. Teachers show good subject knowledge and prepare for the lessons thoroughly. They provide clear instructions and helpful demonstrations of the work to be undertaken. Good use is made of plenary sessions to ensure that pupils have understood the lesson. Very good use is made of visual aids, such as a skeleton and the internal organs of the body. These carefully chosen resources fire up pupils' passion for learning. Time is managed well and good opportunities are provided for pupils in Key Stage 2 to research certain topics. In spite of the cramped accommodation, every opportunity is taken for pupils to develop their research skills. Staff intervene well in pupils' learning and help them formulate questions which will give them the information needed to answer questions. Good opportunities are given to promote the pupils' speaking and listening skills through discussion and good questioning techniques. Teachers are also particularly careful to emphasise the correct scientific language and to ensure that pupils understand its meaning and how a word is spelt. However, fewer opportunities are provided to extend pupils' writing skills. Work is set for different attainment levels by outcome and not by task. As a result, as identified in the scrutiny of pupils' work, higher attaining pupils are not always appropriately challenged at their level of capability. All pupils are often presented with the same activities and this results in them consolidating

knowledge rather than extending it. Work is marked regularly, but briefly, and does not always inform pupils as to how they can improve in the future.

119. Because of the good teaching, the pupils show great interest in the subject, displaying consistently very good behaviour and attitudes as a result of wanting to learn. Most pupils, including those with special educational needs, make good gains in their knowledge and understanding of the subject. Pupils work hard and the great majority concentrate well and are keen to find answers to questions.
120. The school has an appropriate programme of work based on the National Curriculum guidelines, and resources to support the work are satisfactory. Careful planning and an emphasis on core curriculum areas generally ensure that there is a satisfactory coverage of the aspects of the curriculum, although there are strengths and weaknesses as previously illustrated. Co-ordination of the subject is good and good arrangements are made to assess pupils' work, set targets and record pupil progress. Pupils find the subject exciting, especially when carrying out investigations and experiments and the excitement generated by the wonders of science contributes towards their spiritual development.
121. Since the last inspection, the school has maintained its high standards in science, but higher attaining pupils could be challenged further.

ART AND DESIGN

122. By the end of Year 2, standards are in line with national expectations and pupils' achievements are satisfactory. By the end of Year 6, pupils' achievements are good and standards are above national expectations. This is clear improvement from the time of the previous inspection, when very little three-dimensional work was undertaken.
123. By the end of Year 2, pupils are introduced to the work of famous artists, such as Van Gogh, Paul Klee and Andy Goldsworthy. Working with natural resources inspires the majority of the pupils. They have produced some careful leaf and bark rubbings and have mixed colours, using red, yellow, white and blue, and they have undertaken a range of detailed observational drawings. Their bonfire paintings depict their good use of a range of colours, but their range of brush strokes is rather limited. However, their Diwali paintings and rangoli patterns show their ability to pay attention to detail and use colour creatively. Pupils illustrate many of their book reviews with skills that show an increasing awareness of the use of perspective, tone and colour. Pupils assess one another's accomplishments, expressing what they feel and think about one another's work, and plenty of opportunity is provided for pupils to record from direct observation, experience and imagination. Information and communication technology is used well to support pupils' learning and pupils use line drawings and paint spray programs well. Pupils make sound gains in sculpture, using natural materials, wire and plasticine, and can explain how shapes created by them match a range of emotions. Pupils can name different types of materials used to make sculptures, such as bronze, clay, stone, metal and, when working with clay, they try a variety of ways of making cubes, cylinders and pyramid shapes.
124. By the end of Year 6, pupils attain standards that are above national expectations and their achievements are good. Pupils work with a variety of materials, such as fabric, textiles, pastels, collage and a variety of paint. They mix colours, create patterns and good links are made with literacy and history where pupils make three-dimensional models of Egyptian gods, paying great care and attention to detail in designing and creating head dresses. Pupils are given good opportunities to evaluate their work and suggest improvements. Pupils would benefit more from employing digital images to extend their learning of the creative process of information and communication technology.
125. Pupils have produced a very good example of a creative textile based upon the reading of the story of Perseus and the Gorgon in literacy. They have developed their designing skills well by using sketchbooks to plan in great detail; then they photocopy their drawings, using a larger scale, to transfer their designs on to cloth. They made very good gains in understanding the need for

continuity of frame by looking at the work of Pieter van Haaren, Lowry's Berwick-upon-Tweed and the work of Al Sayyid Muhammed Al Shakir.

126. Pupils have painted a range of portraits of themselves and of the Queen to celebrate the Royal Jubilee. Using the work of Freud's portrait of a human soul, they tried to depict the essence of themselves in their paintings. Using information and communication technology, they have produced some portraits of the Queen, paying particular attention to the use of space, perspective and detail.
127. Pupils have good opportunities to work using a range of media, developing skills of embroidery, sewing, collage, painting and designing. Work is well linked to other subjects studied, such as literature, history and design and technology. By the end of Year 6, pupils can work with increasing accuracy and take considerable care when representing scenes for the creative textile. Pupils have good skills of observation; they pay attention to detail and are keen to improve the quality of their work. Pupils have designed and created three-dimensional models of Egyptian gods. These demonstrate pupils' attention to detail and their ability to work with a range of materials. No teaching of art was seen in Key Stage 1, but, in Key Stage 2, the quality of teaching is good. Secure subject knowledge, good demonstration of technique, good use of work of artists to demonstrate techniques used, such as colour, tone, perspective, range of brush strokes to depict background, are just some of the ways in which the teacher engages pupils' interest and attention. Sketchbooks are used appropriately by pupils in Key Stage 2, but teachers' marking does not identify strengths and areas for improvement.
128. Pupils in both key stages have very good attitudes to learning and their behaviour is very good in lessons. Pupils do not rush their work; they want to get the best result so they work painstakingly on producing the desired effect. Pupils work well with one another and, as a result, develop good skills of co-operation, concentration and evaluation of their work.
129. The co-ordination of the subject is good overall, but there is still some work to be done on identifying skills progression in schemes of work for mixed-age classes. Resources are satisfactory overall and enable pupils to experience a wide range of media. Assessments are satisfactory but they do not sufficiently identify progress pupils have made in acquiring skills of observation, perspective and colour mixing. Since the previous inspection, standards have improved, especially in three-dimensional work, as have curriculum planning, the quality of teaching and pupils' attitudes to learning.
130. Pupils are now receiving their full entitlement to the curriculum.

DESIGN AND TECHNOLOGY

131. Standards are in line with national expectations at the end of Year 2 and Year 6, and pupils make satisfactory gains in learning, although there are identifiable strengths and weaknesses. Overall, pupils' achievements are satisfactory in relation to their prior attainment and, in Key Stage 2, pupils' achievements in food technology are good. From discussion with pupils, an analysis of teachers' planning and especially pupils' previous work, it is clear that currently there is an over emphasis on the food technology aspect of the subject in Key Stage 2. In this aspect, pupils make good progress because the school makes best use of the skills of one member of staff. Pupils with a special educational need are fully included in the subject. Overall, pupils' achievements in both key stages are satisfactory, but further emphasis needs to be placed upon ensuring that sufficient time is allocated to teaching all the other requirements of the design and technology curriculum.
132. By the end of Year 2, pupils are working with a satisfactory range of materials, such as card, art straws, construction kits, clear plastics and fabric, and are beginning to learn about the processes involved in completing a task. Using plans and sketches, they design and make a gingerbread house, a wire sculpture and a winder on an axle. Photographic evidence shows that a variety of materials is used to make finger, glove and spoon puppets and sunglasses. Card and paper are used to make Mother's Day cards and bookmarks. In work linked to 'Healthy Eating,' face

sandwiches are made to promote the eating of more fruit and vegetables. Planning shows that pupils are aware of objects with moving parts when they make a windmill and a teddy bear using paper fasteners. There is a lack of evidence of an adequate use of construction kits to design and make models, although teachers' planning indicated that pupils have used Clixi construction kits to design and build houses. They know how to make effective hinges and they can make their structures more stable by building rectangular frames. Good links are made with stories that pupils have read, such as designing and building houses for the three little pigs, Percy the park keeper and the gingerbread house. However, the planning used focuses mainly on Year 1 objectives and, as a result, Year 2 pupils consolidate skills rather than extend them. This results in their rates of progress only being satisfactory. Pupils talk about what they have done and evaluate the finished article.

133. By the end of Year 6, pupils make good progress in food technology. Much of their work has links with other areas of the curriculum. For example, lemon cheesecake is linked to work on Ancient Egypt, pumpkin soup with food for festivals, fruit scones with the end of food rationing and turkey mexicana with Mayan food. In a very good lesson, a group of four pupils makes spicy apple pies, and links were made with the work being done on the Tudors because they were very fond of spices and sweet tasting food. Pupils are made aware of the health and safety requirements of the subject and learn about the techniques involved in cooking, such as how to mix the ingredients correctly to make pastry. They are able to read and understand instructions, use the appropriate utensils and, in links with mathematics, weigh the required amounts of ingredients using scales.
134. In the Key Stage 2 class, pupils work in groups of three to design and make various large, colourful creatures such as a scorpion, bird, fish, frog and butterfly. This work is linked to a science topic on animals. A design and technology planning sheet has been introduced and so pupils are aware of the processes involved, from initial planning to eventual evaluation. In links with history, models are made of Egyptian Gods, such as Anubis, Khons and Montu, and an air raid shelter from World War 2. A range of suitable materials and tools is used such as card, chicken wire, wood, balloons, tissue paper and papier-mâché.
135. The school needs to ensure that that there is a more appropriate balance between the different aspects of the subject, and that the skills involved are progressively taught from one year to the next. For example, there is little evidence of disassembling, packaging and evaluating, investigating a range of familiar products and thinking about how they work. The pupils do not have sufficient opportunity to use information and communication technology control programs and there is little evidence of the development of the progressive development of cutting, assembling and joining skills. The school is using national guidance for planning and this is giving teachers more confidence. There is now a need to adapt this to the needs of the school and to teach skills progressively in a structured way from year to year, ensuring that sufficient time is allocated to teaching this subject.
136. Standards are broadly similar to the previous inspection report, although in Key Stage 2, the school needs to ensure that a wider range of activities is covered and that all the required skills are progressively taught from one year to the next. The co-ordination of the subject is satisfactory, but further monitoring needs to be undertaken to ensure that there is an equitable distribution of all skills of the programme of study as, at present, food technology is covered in more depth than the other subjects.

GEOGRAPHY

137. It was not possible to observe any teaching of geography during the inspection due to timetable arrangements. From discussions with teachers and pupils and analysis of pupils' work, standards are judged to be in line with national expectations at the end of both key stages. This indicates a lowering of standards at the end of Key Stage 2 and reflects the lack of the structured development of pupils' geographical skills from one year to the next. Pupils with special educational needs are fully included in the subject and make sound gains in learning.
138. By the end of Key Stage 1, pupils make a study of their local environment. On a walk around the village they become aware of different types of homes such as houses, bungalows, mobile homes

and houseboats, and of their main features such as doors and windows. They begin to use simple maps to illustrate how land is used and investigate the types of occupations found in a country area. The features of a town are studied as a contrast and pupils learn about factories, railways, parks, rivers and bridges. They become aware of different types of transport and consider whether it is found in their immediate area and whether they use it. In a study on Mexico pupils begin to compare where they live to a different environment. They consider the types of transport necessary to make the journey there. A study was made of a seaside environment and pupils visited Skegness. Pupils have sound knowledge of location. They know that towns sprang up near coasts, rivers and that in olden times hills were used as appropriate settings for defending a town. They know that Burton upon Trent is the nearest town to their school and, using pictures, they can identify man-made and natural features. They know the difference between towns and countryside and that people often leave the countryside to go to towns to find work. The majority of the pupils' work is on worksheets and this is inhibiting their opportunities to develop extended writing skills, especially several higher attaining Year 2 pupils.

139. There is evidence from discussion with the Key Stage 2 teacher of a significant amount of map work. Pupils are familiar with atlases, globes and wall maps and know about keys on maps, directions, co-ordinates and scales. They know about the continents, climate zones, differences in weather, major ports and methods of transport and travel. Rivers are studied and different environments are compared to pupils' own locality. The effect of land, climate, natural resources and local disasters are studied for their impact on the lives and cultures of people. The only recorded work available for scrutiny was about Egypt, the Aswan Dam, hydro-electricity, tourism and trade. This is part of a much longer study that is primarily historical. The majority of the work done in geography is practical and supports the pupils' already good speaking and listening skills very well. There is much less evidence that it supports pupils' writing, particularly extended writing skills, as there is no topic folder or exercise book that contains any significant amounts of work relating to the subject. The use of information and communication technology is in need of further development, as are the key skills of literacy and numeracy.
140. In classes that contain mixed age ranges, there is a need for the school to identify the geographical knowledge and skills that need to be taught in each year and to provide the time and structure for this to be done adequately. National guidance has been adopted for planning, but insufficient consideration has been given as to how guidelines might be best for the particular circumstances of Egginton School, for example, mixed year groups and undertaking the teaching of geography topics rather than teaching geography as a standalone subject. Too often the main focus of a topic is, for example historical, and geographical skills are taught with too little emphasis. The co-ordination of the subject is satisfactory overall, but more emphasis needs to be placed on ensuring that subject-specific skills are progressively taught. The school uses a sound range of assessments which record pupils' coverage of work effectively.

HISTORY

141. Standards at the end of both key stages are above average and pupils' achievements are good. The inspection team saw a very small sample of lessons, but other evidence was taken from the scrutiny of the teachers' planning, discussion with the pupils and samples of their work. In both key stages, pupils understand the lives of people in different eras and have knowledge of important events. In both key stages, pupils have the opportunity to visit museums and other places of interest to develop their knowledge further. Pupils in both key stages have good skills of chronology and recognise changes in their own lives and those of their family or adults around them. They use common phrases and words relating to the passing of time, such as old, new, after, long ago, and they develop an awareness of stories from different periods of cultures, including eye witness accounts. For example, by the end of Year 2 pupils have good knowledge of the Fire of London and they can place events on a time line. They know why the fire started and about the destruction it caused. They know about living conditions of the time and all pupils interviewed said that they would have preferred to be a rich child rather than a poor child in those days.

142. They know that the past is represented in many ways and that transport now is very different from the transport of Victorian times. On a visit to Pickford House, pupils identified a range of similarities and differences in furniture of Georgian times and furniture of today. Pupils have good opportunities to communicate their awareness and understanding of history in a variety of ways, but the scrutiny of work reveals that there are too many worksheets which are very well coloured in, and more time could be devoted to challenging higher attaining pupils with further extension activities. Pupils enjoy using dolly tubs for washing and higher attaining pupils know that irons today use electricity, whereas in Victorian times they were heated up on the range. They have good knowledge of the way people dressed for a journey 100 years ago and can identify goggles, starting handle, toolbox, women's veils on hats, gauntlets and petrol cans.
143. By the end of Year 6, pupils know and understand the distinctive features of rich and poor people in Tudor times. They can explain why there were differences in people's lifestyles and they ask their teacher a range of appropriate questions needed for a specific task and extract relevant information to answer questions. All pupils carry out research into the way of life of the Tudors, Egyptians and Greeks, and the majority are familiar with the fashion and architecture of those periods. Pupils are familiar with Greek legends that they have studied in literacy hour and they have very good knowledge of the duties Egyptian gods undertook in the underworld. Pupils have good research skills and know how to find out information that they need, using both books and CD-ROMs.
144. The quality of teaching is good. A very good lesson was seen in Key Stage 1 when the pupils enacted a Victorian washday. All groups of pupils made good gains in understanding how washing was done in Victorian times and the way in which it is done now. The class teacher gave very good explanations of how washboards, clothes tongs and copper sticks were used. This enabled pupils to develop their reasoning skills by drawing inferences and making deductions, and using precise language to explain what they thought. Pupils in both key stages develop very positive attitudes to learning and behave very well in lessons, and are keen and eager to learn because the teachers make history come alive. Teachers would benefit, however, from clearly identifying historical skills progression in their medium term planning, so that work can be even more rigorously structured to match pupils' needs. Overall, teachers provide a good balance between imparting information to pupils through story and narrative and prompting pupils to become active enquirers on their own account. This helps pupils develop a fascination for the subject, which is clearly reflected in their very positive attitudes to learning.
145. Procedures for assessing pupils' attainment and progress are good, but further use needs to be made of this information to guide the next steps of pupils' learning.
146. Since the previous inspection standards in history have improved due to the good co-ordination of the subject. Computers are used more consistently to support pupils' learning. The curriculum is well planned; the subject is enhanced by a good range of trips and visits, including a visit to Skegness, which contributed well to pupils' understanding of leisure time in the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

147. During the inspection it was not possible to observe more than a few instances of the use of information and communication technology. No actual teaching of the subject was seen. From discussion with teachers and pupils and an analysis of work samples and planning, it is clear that standards are broadly in line with national expectations at the end of both key stages. Pupils, including those with special educational needs, make satisfactory progress. This judgement is similar to that of the previous report in Key Stage 1, but reflects a lowering of standards in Key Stage 2. However, it should be remembered that the previous report was written in 1997 and many developments have taken place in the subject since then. The following should be borne in mind; whilst resources for the subject are satisfactory and are improving the accommodation is poor. One classroom has no information and communication technology facilities and the wiring in the school is so inadequate that when all the computers are switched on there is a power cut. This causes obvious difficulties to both staff and pupils. New building work is planned soon and it is hoped that these problems will then be rectified. There is no room in the school at the present time

to consider establishing a computer suite in which the structured timetabling of the teaching of information and communication technology skills could be carried out. This is something the school might consider in the future as and when resources allow. At present, there are no laptop computers for pupils to use.

148. By the end of Year 2, pupils are developing sound mouse control and keyboard skills. They are able to drop, drag, select and save and have experience of changing fonts, although they are not completely secure in this area. Pupils enter an account of a visit to Pickford House in links with history. They edit their work and print it out. Art, mathematics and English (word bank) programs are used, although there is little evidence of printed out work of these programs in a scrutiny of pupils' work.
149. By the end of Year 6, pupils make satisfactory progress in the development of their keyboard skills. They are taught to word process effectively and become familiar with changing font and colour. Pupils shrink and enlarge text and graphics and can combine the two on a piece of work. They are able to draft and edit work and save it to their own file. E-mails are sent with attachments and, under supervision, pupils use the Internet and download text and graphics, for example, in work on Ancient Egypt and the Tudors. Newspaper reports are written and combined with graphics about the events on September 11th and an art program is used to draw portraits. In mathematics, spreadsheets are used and graphs and tables constructed. In both key stages, pupils have experience of control technology through the programming of the Roamer.
150. Whilst standards are broadly in line with national expectations, the school might usefully consider in the near future how to extend the skills of the pupils into other subject areas and further develop the use of information and communication technology in data handling. In both key stages, there is a need to adapt the national guidelines to the needs of the school and to ensure that skills are taught consistently and progressively from one year to the next. There is also a need to further emphasise the use of information and communication technology across the curriculum in every subject. The co-ordination of the subject is satisfactory and all new and relevant training has been attended. The school has rightly recognised the need to formally identify opportunities for develop pupils' information and communication technology skills across the curriculum.

MUSIC

151. By the end of Year 2 and Year 6, pupils achieve standards that are above the expectations of seven and 11-year-olds and pupils' achievements are good. By the end of Year 2, pupils know the words of a good range of songs and hymns, which they sing well in class lessons and assemblies. They are confident and give good attention to clarity of diction. They can maintain a steady beat by using percussion instruments. They listen well to music played at the start and end of assemblies and they are becoming familiar with the music of different composers. They know the difference between classical and pop music and they can identify and name different instruments of the orchestra. The pupils' progress in singing is greatly helped by the good example set by their teachers in assemblies. Pupils with special educational needs make good progress because they are consistently encouraged to participate fully in lessons. Pupils have good skills of composition and can write their own scores. They understand the meaning of tempo and dynamics and can create a graphic score on street sounds.
152. By the end of Year 6, pupils have developed good singing habits. They have good posture, breathe well and understand the importance of vocal warm up. Pupils sing in tune and they can hold a sound in their heads. They articulate words clearly and they place appropriate emphasis on words to create mood and feeling; this was seen when pupils practised, "I'm a drop in the ocean, I'm a drop of emotion", in preparation for the Queen's Jubilee celebrations. Pupils have a good sense of rhythm, keep in tune accurately and are aware of the audience when performing. Pupils listen attentively to detail and recall sounds with developing aural memory. Pupils in both key stages work well collaboratively and value one another's contributions; this contributes to the good gains made in learning because there are no behaviour issues to be sorted by the teacher.

153. Pupils have very good attitudes to learning; they work well with one another and they behave very well in lessons. They handle musical instruments with care and they fully understand the necessity for warm up exercises in order to produce a clear sound.
154. The quality of teaching is good overall, with examples of very good and excellent teaching seen. Teachers plan their lessons well, ensuring that the pupils listen to a range of music, perform and make their own compositions. Lessons are fun and, as a result, the pupils concentrate hard and want to learn. In the excellent lesson seen in Key Stage 2 the pupils made very good gains in learning and learnt two new songs in a very short space of time. The teacher demonstrated excellent subject knowledge, used technical vocabulary well and used time very effectively. She was passionate and enthusiastic about her subject and this resulted in pupils being keen, alert, and very willing to learn. In a very good lesson in Key Stage 1, the teacher made the learning objectives very clear, had prepared the instruments for group work and consistently checked pupils' understanding to ensure that all pupils were fully aware of what was expected of them. Teachers' enthusiasm for the subject is infectious. Pupils love music lessons and their performing skills are good. The majority of pupils can evaluate their work, especially when it relates to changes made to texture and dynamics, so that the listener is fully engaged. Pupils take part in a range of performances; they sing in festivals, entertain the local community at Christmas, and take part in leavers' assemblies.
155. The curriculum is well managed. Resources are adequate and an appropriate scheme of work is in place, which enables teachers to plan their work thoroughly. Assessments are good and teachers keep detailed records of pupils' gains made in learning. Information and communication technology is used well to support learning and pupils compose their own music, using a computer program.
156. Since the previous inspection, the school has made good improvement in the standards attained by pupils, the quality of teaching and pupils' attitudes to learning.

PHYSICAL EDUCATION

157. It was not possible to observe any physical education during the inspection. Despite the considerable difficulties that teachers and pupils work under, due to the lack of space, an analysis of planning and teachers' records, discussions with staff and pupils and observation of pupils in outside play indicate that standards are in line with national expectations at the end of both key stages. There are, nevertheless, weaknesses wholly resulting from the poor accommodation for the subject, which prevents pupils from being given adequate opportunity to develop their skills in gymnastics. In addition, the school does not have a playing field. By the time they leave the school all pupils are attaining national expectations in swimming and most are exceeding them, due to the regular opportunities pupils have to visit the swimming pool and to the coaching they receive. Pupils with a special educational need are fully included in the subject.
158. Pupils are introduced to a sound range of activities including dance, gymnastics, athletics and competitive sport against other schools. Pupils enjoy dance lessons and show confidence in expressing themselves. They practise sequences and routines and then put them to music, working with partners or in larger groups. Within the confines of a small prefab, which has a very dirty floor, pupils use a variety of small equipment, such as mats, but do not have the luxury of space or the experience of working on large pieces of apparatus. Teachers compensate for this. When possible, they work outside in the playground but weather conditions are not always suitable. Outdoor work includes working on agility and the ability to change direction and speed and to travel in a variety of ways. A sports day is held each year, with all the pupils being given the opportunity to take part. Competitive sport is played against other schools in five-a-side matches and both boys and girls are given the opportunity to take part. The pupils have benefited from visits from Derby County Football Club coaches. Older pupils go on a residential visit to Kingswood where they are able to experience outdoor adventurous pursuits such as rock climbing, quad bikes and team problem-solving activities. Good extra-curricular provision is made for soccer. The school does everything it can to ensure that pupils cover as much of the physical education curriculum as possible. Standards have been maintained since the previous inspection. Accommodation and resources for the subject are poor. The school has adopted national guidelines for the subject and these provide support for teachers. The subject is appropriately co-ordinated and a satisfactory range of assessments is used to track pupils' progress.

RELIGIOUS EDUCATION

159. By the end of Year 2 and Year 6, pupils attain the expectations of the locally agreed syllabus and make sound gains in their learning. Overall, their achievements are satisfactory in relation to their capabilities. The pupils in Key Stage 1 read many Bible stories and they know that Jesus performed miracles. They understand that churches are special places where people pray and that the Christians' special book is the Bible. They can name important objects in the church, such as font, baptismal candle, pew, lectern and altar. They identify that different religions have their own festivals and that Muslims celebrate Diwali as the Festival of Light. They are aware that Jews celebrate Hannukah and that their special meal at this time is called the sukkoth. They know that Advent is the special time leading up to Christmas, and they understand that the Christingle service is full of symbolism. They understand that the orange represents the globe and the red ribbon is the blood of Christ. When studying journeys, they realise that Noah obeyed God's wishes and had great faith that all would end well for his people. They understand the concept of sibling rivalry when studying the story of Joseph and his multicoloured coat. They have studied the life of St Bernadette and realise that nobody believed her when she said that she had spoken to the mother of God.
160. By the end of Year 6, pupils show good knowledge of various symbols of Christianity, such as the cross and the fish. They talk about the major Christian festivals, such as Christmas and Easter and understand that the Ten Commandments are rules by which Christian lead their lives. They understand that, by belonging to a group, certain rules need to be obeyed and they compare the Ten Commandments to the school's rules. They talk eagerly about the life of St Patrick, Martin Luther King, Ghandi, Guru Nanak and St Nicholas. They appreciate the fact that pilgrimages mean

different things to different people and that there are certain rules that need to be obeyed, relating to correct dress code when entering a mosque. They know that the Qur'an is the holy book of the Muslims and must be treated with respect. They have studied various Hindu gods and say that their favourite is Lakshmi. They can name the vestments that a priest wears when he is administering the sacraments of the Eucharist.

161. In both key stages, whilst there is adequate coverage of the locally agreed syllabus, there are too many worksheets used, which, on occasions, prevents pupils from developing their extended writing skills fully. They generally test pupils' comprehension skills and do little to develop their writing skills, and above average attainers complete the same work that pupils of average and below average attainment are asked to do and, as a result, they consolidate rather than extend their learning.
162. Pupils in both key stages have very positive attitudes to learning. They behave very well and show respect when learning about other faiths. They handle artefacts with care and know that the Qur'an must be handled in a particular way.
163. The quality of teaching is generally good. No teaching of religious education was seen in Key Stage 2 during the week of inspection. In Key Stage 1, the teacher gave very good explanations as to how Guru Nanak was called to serve and all pupils listened very attentively. Teachers plan well and ensure that all elements of the locally agreed syllabus are covered, but do not always set sufficiently challenging tasks for higher attaining pupils. This results in these pupils not always making good gains in learning. The overuse of worksheets prevents pupils from developing their written responses further and often teachers' marking lacks identification of how pupils can improve the quality of their work. Much of the work seen was untidily presented. Teachers have good subject knowledge and present learning objectives well. Pupils are clear as to what is expected of them, but they could achieve even more if teachers' marking paid more attention to highlighting aspects of work that pupils need to improve on.
164. The subject makes a strong contribution to the spiritual, moral, social and cultural development of the pupils. The curriculum is well planned and offers opportunities for reflection on many of life's unsolvable questions, such as "Why does suffering exist?", "Why do we not have one world religion?" and "Why did Jesus have to suffer in order to save us?" The co-ordination of the subject is good as there is good coverage of religious education, but further work needs to be done in providing opportunities for pupils to develop their skills of literacy and information and communication technology. Resources are satisfactory. They are sufficient in quality and quantity to support the teaching of Christianity, Hinduism, Islam and Judaism. Assessments are satisfactory and adequate records are kept of pupils' achievements. The school meets the statutory requirements for teaching religious education.
165. Since the previous inspection, the school has maintained satisfactory standards, the study of artefacts has improved and good opportunities are provided for pupils to study other faiths. In this area, the school has made good improvement. Good links with the local church have been maintained.