

INSPECTION REPORT

ASHGATE PRIMARY SCHOOL

Derby

LEA area: Derby City

Unique reference number: 131685

Headteacher: Mr R. Roche

Reporting inspector: Mr P. Edwards
21069

Dates of inspection: 27th – 30th January 2003

Inspection number: 248851

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:	4 - 11
Gender of pupils:	Mixed
School address:	Ashbourne Road Derby
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K. Walkerdine
Date of previous inspection:	January 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21069	Mr P. Edwards	Registered inspector	Science Information and communication technology Physical education English as an additional language Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are the pupils taught? What should the school do to improve further?
11437	Mr T. Anderson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21094	Mr J. Brennan	Team inspector	Mathematics Design and technology Religious education	How well is the school led and managed?
21398	Mr T. Gill	Team inspector	Geography History	How good are the curricular and other opportunities offered to pupils?
29989	Mrs P. Goodsell	Team inspector	The Foundation Stage Music	
22396	Mrs J. Young	Team inspector	English Art and design Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ashgate Primary is bigger than the average sized primary school with 333 pupils on roll, 185 boys and 148 girls. There are currently forty-six reception children in the school who all attend fulltime. Most of the children who entered the school in September are now in mixed Reception and Year 1 classes. Two of the teachers in the foundation stage are temporary and the third has just returned from extended maternity leave. The attainment of most children on entry to the school is broadly average although it does vary significantly from year-to-year. Most pupils are from white ethnic backgrounds and no pupils are at an early stage of learning English. The percentage of pupils eligible for free school meals (32 per cent) is above the national average. The percentage of pupils on the school's register of special educational needs (29 per cent) is average and the percentage of pupils with a Statement of Special Educational Need (6 per cent) is well above the national average. Sixteen pupils with statements for moderate and severe learning difficulties and emotional problems are part of the school's Enhanced Resource Facility. These pupils come from outside the school's normal catchment area and many enter school after the age of seven. These pupils are fully integrated into classes. Pupil mobility is quite high with 21 pupils commencing and 37 leaving at times other than the normal admission and starting times.

HOW GOOD THE SCHOOL IS

Ashgate Primary School is an improving school that gives satisfactory value for money. The headteacher provides the school with good leadership and manages the school well. The senior management team and governors provide good support. In the National Curriculum tests at age eleven the standards attained by the pupils in English are well below average and they are very low in mathematics and science. When compared with similar schools standards are broadly average in all three subjects. Most pupils achieve well with the less able pupils making good progress. However, the more able pupils could do better and need more challenging work. The teaching is satisfactory overall but it is good for the pupils with special educational needs. The provision for the pupils' spiritual, moral, social and cultural development is very good overall.

What the school does well

- The pupils achieve above average standards in music and art and design at age seven and eleven.
- The provision for those pupils with special educational needs is very good, enabling them to make significant progress throughout the school.
- The provision for the pupils' spiritual, moral, social and cultural development is very good.
- The provision for monitoring the pupils' personal development is very good and the pupils are well cared for.
- The teachers manage the pupils well and develop in them good attitudes towards school and behaviour.
- The very good work of the learning support assistants is key to the progress made by pupils with special educational needs.

What could be improved

- Attainment in English, mathematics and science could be higher, particularly that of the more able pupils.
- The quality of teaching in some classes.
- Standards in design and technology.

- The outdoor play provision for children in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the previous inspection which took place in January 2001. Whilst the National Curriculum test results are not as good as they were in the previous year, this is due to a significant increase in the number of pupils with special educational needs from out of the school's catchment area who took the tests last year and who attained below the expected level. Overall, most pupils achieve satisfactorily although the more able could do better. The key issues from the previous inspection have been addressed well. The headteacher and the senior management team provide the school with a clear sense of direction and focus strongly on raising standards in the core subjects. Effective use is being made of assessment data to identify areas of weakness. The procedures for monitoring the pupils' achievements and the quality of teaching have improved and the governors are much more aware of what is taking place in the school, enabling them to focus clearly on whether the school is providing value for money.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	E	E	C
mathematics	E	C	E*	C
science	E	D	E*	C

Key

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

National Curriculum test results show that by the end of Year 6, the pupils' attainment in English is well below the national average, and in the bottom five per cent of schools nationally in mathematics and science. When compared with similar schools, attainment is average in all three subjects. Inspection evidence shows the pupils' attainment in reading is broadly average and below average in writing, mathematics and science. The majority of pupils achieve well and make at least satisfactory progress and the pupils with special educational needs frequently make good or better progress as a result of the good quality teaching and support they receive. However, the attainment of the more able pupils is not high enough and these pupils could do better. It is not possible to determine how the National Curriculum test results have improved over time as results for the newly formed school are only available for the last three years. Literacy and numeracy targets are challenging and the school is making satisfactory progress towards achieving them.

The national tests show that by the end of Year 2, the pupils' attainment in reading and mathematics is above the national average and in writing it is average. When compared with similar schools, attainment is well above average in all three areas. Inspection evidence shows that attainment is broadly average in reading, writing, mathematics and science and that most pupils achieve satisfactorily and make appropriate progress. The additional, well-targeted support enables the less

able to achieve well and make better progress than their peers. The more able pupils could do better in some classes and they need to be presented with more challenging work. The attainment of the children when they enter the Reception classes varies considerably but in the present Reception classes it is broadly average. Most make satisfactory progress and about half are likely to achieve the Early Learning Goals in communication, language and literacy, mathematical development, creative and physical development and knowledge and understanding of the world by the time they enter Year 1. They make good progress in personal and social development and most will achieve the Early Learning Goals in this aspect.

The pupils attain standards that are above average in music and art and design by the end of Year 2 and Year 6. In music they achieve well because of the high quality of the teaching and in art and design the pupils are provided with a wide range of experiences that enable them to make good progress throughout the school. Standards in design and technology are below average in both the infants and the juniors. This is partly due to the lack of time devoted to the subject but also to the fact that many of the activities are too teacher directed. Standards are broadly in line with national expectations in all other subjects at the end of both the infants and the juniors.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are well motivated, enjoy coming to school and enjoy the variety of activities on offer.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons and lunchtime activities supervised by the midday supervisors have helped to improve their behaviour.
Personal development and relationships	Good. Largely because of the school's ethos, and also because of the encouragement given by teachers, the pupils develop a satisfactory level of independence and confidently use their initiative. The pupils have good relationships with their class teachers and between themselves
Attendance	Unsatisfactory. Although most of the pupils have a good record of attendance, the overall attendance rate is below the national average. This is due to a small number of pupils who have frequent absences.

The school needs to improve the pupils' attendance by continuing to vigorously pursue a reduction in unauthorised absences and to discourage the practice of pupils being taken on holidays during term time.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall. During the inspection most of the teaching was satisfactory or better and there was a significant amount of good and very good teaching in the upper juniors and the upper infants. The teaching in the Foundation stage is satisfactory overall. The very recent re-organisation necessary due to financial constraints, has resulted in two combined Reception/Year 1 classes. Newly appointed and returning teachers have yet to fully match work to the various ages and abilities of these newly formed classes. However, the staff manage the children very well and provide them with an appropriate range of activities. The lack of an outdoor play area means that teachers are unable to plan for this aspect although they do make good use of the hall for physical activities. The skills of numeracy are taught satisfactorily and literacy skills are well taught. The teachers who are supporting pupils with special educational needs are knowledgeable and the good quality of teaching and support enables these pupils to make good gains in their learning, particularly in English and mathematics where most of the support is targeted. Class teachers have to manage a high proportion of pupils with special educational needs, a significant number of whom have behavioural problems. All teachers manage these pupils very well and the classroom assistants play a valuable role in supporting these pupils. Overall, however, the teachers could do more to challenge the more able pupils to achieve higher standards by reducing the number of mundane worksheets and using the assessment information more effectively to ensure work is better matched to each pupil's ability. This challenge is seen in the best lessons but an analysis of the pupils' work shows that there is often little difference in work between the average and more able pupils. The teaching of music and art and design is good and enables the pupils to learn well and achieve good standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The children in the Reception classes are provided with a satisfactory range of activities. The lack of an outdoor play area limits their progress in this area. There is appropriate coverage of most areas of the curriculum in the infants and juniors. More time needs to be spent on developing design and technology skills. A good range of out of school activities enhance the curriculum.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. The needs of these pupils are identified early and the school provides a very good level of support enabling them to make significant progress in English and mathematics.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the pupils' moral and social and cultural development is very good. The provision for their spiritual development is good.
How well the school cares for its pupils	Child protection and procedures for ensuring the pupils' welfare are very good. There are good procedures in place for monitoring the pupils' progress in English, mathematics and science and they are being developed for other subjects. The teachers need to make more effective use of this information when setting work for the most able pupils.

Links with parents are satisfactory. The school provides a good range and amount of information for the parents and welcomes help from volunteers.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and manages the school effectively. He is well supported by the deputy headteacher and senior staff. The co-ordinators are effective in monitoring teaching and learning in the core subjects. Other co-ordinators need to be more aware of the quality of teaching and learning in their subjects
How well the governors fulfil their responsibilities	Satisfactory. They have an appropriate awareness of what is happening in the school and new governors have undergone training to enable them to support the school more effectively. As a result they are now better placed to identify what the school is doing well and what needs to be improved.
The school's evaluation of its performance	Good. The school evaluates the national test results carefully and has appropriate plans to raise standards in literacy, numeracy and science. It is effective in monitoring the achievements of boys and girls and recognises the need to raise the achievements of the more able pupils.
The strategic use of resources	Good. Funding has been used well to support the drive to raise standards. Learning support assistants are used very effectively and make a positive contribution to the work of the school. The principles of best value are implemented well in order to make the best use of available funding.

Funding is being used well to improve the accommodation. However, the buildings still need a considerable amount spent on them to improve them sufficiently. The lack of an outdoor play area limits the opportunities for the children in the Foundation Stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and they are making good progress. • Their children are expected to work hard and do their best. • Most believe behaviour is good. • The quality of teaching. • The school is helping the children become mature and responsible. 	<ul style="list-style-type: none"> • Homework. • Information about how their children are progressing. • The leadership and how closely the school works with parents. • The number and range of out of school activities.

The inspection team agrees with the parents' positive views of the school. The amount of homework is similar to that given to children in other primary schools. The reports outlining the pupils' progress are good and there are sufficient formal opportunities for the parents to discuss their children's work with staff. The school operates an open door policy allowing parents to discuss concerns whenever they arise. Parents whose children have special educational needs are provided with a particularly good range of information. The headteacher manages the school effectively. The number and range

of out of school activities is good – some take place at lunchtime so that pupils who travel by taxi can participate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Although there is a wide range of attainment, baseline assessment and inspection evidence shows that the majority of children are of average attainment on entry into the Reception classes. The satisfactory teaching means that overall the children make sound progress. By the time they enter Year 1 about half of the children reach the Early Learning Goals in communication, language and literacy, mathematics, in their creative and physical development and in their knowledge and understanding of the world. However, in personal and social development, the children make good progress and the majority reach the Early Learning Goals in this aspect. A reduction in the number of pupils on roll has resulted in two of the Reception classes being combined with Year 1 pupils and some adjustments to the planning are required to ensure that the children continue make the best possible progress.
2. The results achieved by the pupils in the national tests in 2002 by the end of Year 2 show that standards in reading and mathematics are above the national average and average in writing. When compared with similar schools, standards are well above average in all three areas. Results fluctuate from year-to-year and inspection evidence shows standards are broadly average in reading, writing and mathematics by the end of Year 2. Overall, the pupils make good progress and most read reasonably confidently and the more able read accurately and with good expression. The fluency of the less able is affected by their limited vocabulary. Progress in writing is also good and, by the end of Year 2, most pupils are writing simple stories with a beginning, middle and end and using a satisfactory range of punctuation. The school has identified the need to develop the pupils' writing skills further and the increased focus on this aspect of their work is enabling most pupils to achieve well in this aspect of English. The National Literacy Strategy is used effectively to develop the pupils' basic skills but the teachers need to consolidate these skills by providing the pupils with more opportunities to improve writing in subjects such as history and geography, where the over-use of worksheets in some classes inhibits their progress, particularly the progress of the more able pupils. The school has identified the development of speaking and listening skills as a priority and most pupils make good progress from a low starting point.
3. In mathematics, by the end of Year 2, the pupils work out simple number problems and understand place value to three digits. They are beginning to carry out calculations and, in the best lessons, the more able pupils are presented with challenging activities. Occasionally, however, there is too little difference in the work provided for these pupils and the average pupils, resulting in limited progress. The pupils need more opportunities to use and apply the mathematical skills they have learned through practical situations.
4. The 2002 National Curriculum teacher assessments in science at the end of Year 2 show standards are well below average. Inspection evidence shows standards are broadly average with the pupils making satisfactory progress overall. They could do better however, if they were given more challenging work, particularly in the lower infants where the use of mundane worksheets is too prevalent.
5. The performance of pupils in the national tests at the end of Year 6 show that standards are well below average in English and very low in mathematics and science. However, these results do not take account of the high number of pupils who enter the school's Enhanced Resource Facility

and particularly the number of pupils entering the juniors. There were seven pupils who were part of the Enhanced Resource and who took the Year 6 tests in 2002. When compared with similar schools, standards are broadly average in all three subjects. Inspection evidence shows that throughout the juniors, most of the pupils make satisfactory progress in English. By the end of Year 6, standards in reading are in line with national expectations. The more able pupils read fluently and with good expression and are keen to discuss their reading preferences. The pupils of average ability have a good range of strategies that help them read confidently but the less able have limited skills in identifying unfamiliar words. Standards in writing are below average but the pupils are achieving well and making satisfactory progress overall. The majority of pupils present their work neatly and write clear sentences using appropriate punctuation and their spelling is satisfactory. The more able pupils produce good stories and factual writing and the composition of poetry is strong throughout the school. The pupils need more opportunities to develop their writing skills in subjects such as history and geography where the prevalence of worksheets gives little opportunity for the pupils to apply what they have learned. The school has identified speaking and listening as an area for development and the staff work hard to improve this aspect of English. Standards remain below average but due to the targeted activities, the pupils' speaking skills are improving.

6. Standards in mathematics are below average but are improving. Most pupils make satisfactory progress and the National Numeracy Strategy is implemented effectively, enabling most pupils to achieve well. However, the more able pupils do not achieve as well as they could. There is an over-reliance on worksheets and too few opportunities for them to carry out investigative work. Whilst work is planned for different ability groups and most pupils are confident in solving problems using the four rules of number, the work for the more able pupils is little different to that which is set for the average pupils. The school has recognised this issue and has already identified those pupils who should be doing much better. Standards in science by the end of Year 6 are below average. Most pupils make satisfactory progress and a significant minority, particularly the less able, make good progress because of the quality of support they receive.
7. Throughout the school, the pupils with special educational needs often make better progress than their peers in English, mathematics and science and it is frequently good or better. The teaching and support staff provide pupils who are part of the Enhanced Resource Facility with a high level of good quality support and the overwhelming majority succeed in achieving the targets outlined in their Individual Education Plans.
8. Standards in information and communication technology are broadly average by the end of Year 2 and Year 6 and the pupils make satisfactory progress throughout the school. Most pupils make good progress in the development of word processing skills and younger pupils develop their painting and drawing skills. Older pupils are beginning to make effective use of spreadsheets and programs to present pictorial and textual information. The teachers' confidence has improved but standards could be higher if, in some classes, the pupils used the computer suite more often and the teachers identified more opportunities for using information and communication technology in other subjects.
9. Standards in music and art and design are above national expectations average by the end of Year 2 and Year 6. The high quality teaching in music enables the pupils to achieve well in all aspects of the subject and in art and design the pupils are provided with a wide range of experiences enabling them to achieve well. All aspects of the physical education curriculum are covered and additional out of school activities such as cross country running and links with outside agencies enable the pupils to achieve satisfactory standards. The pupils achieve standards in religious education, history and geography that are broadly in line with what is expected for their

age. However, the pupils need more opportunities to develop their writing skills in these subjects and also to develop their information and communication technology skills. Standards in design and technology are below average at the end of Year 2 and Year 6. The pupils have too few opportunities to design their own models and in some classes too little time is devoted to the subject.

Pupils' attitudes, values and personal development

10. The pupils' attitudes, behaviour and personal development are good. Most pupils, including those with special educational needs, are enthusiastic learners and are keen to be involved. During lessons, most of the pupils concentrate well on their work. In all classes, most pupils work well together in small groups and they willingly and sensibly share resources. The pupils respond well to the school rules and behaviour policy and they know what is expected of them. When moving around the school and outside in the playground, the majority of pupils demonstrate good self-discipline. They are friendly and polite and co-operate well in following the established routines.
11. The school has good arrangements in place for the children to be introduced to the school day and, as a result, they come into school happily and confidently. The children behave well in the Reception classes. They quickly learn class routines, for example putting their reading folders in their drawers and changing their library books. The pupils enjoy learning, generally concentrate well and persevere to complete the tasks that are set by the teachers. They play and learn well, both alongside one another and increasingly together. The pupils are encouraged to take care of their own and the school's belongings and to put away equipment and tidy up after themselves. However, because many of the activities that the pupils are provided with are closely directed by teachers or teaching assistants, they have too few opportunities to become independent learners.
12. During the inspection there were many examples of the pupils behaving in a positive manner. For example, in a religious education lesson, the very good teaching was matched by the pupils' very good attitudes and behaviour. Every pupil in the class helped to create an atmosphere of peace and tranquillity in a re-enactment of the last supper. Very good behaviour was also evident in school assemblies and during one taken by the Headteacher, the pupils responded with great enthusiasm to the many tasks set in order to demonstrate the importance of teamwork. Although there is some documentary evidence of occasional challenging behaviour, including a few fixed term exclusions, the attitudes and behaviour of most of the pupils at the school during the inspection was observed to be consistently good.
13. The day-to-day relationships between pupils and between pupils and teachers is good and there are many examples of children taking responsibilities around the school such as setting out the hall for assembly, helping to tidy up classrooms, and taking attendance registers to the office. The older pupils also help younger ones in the dining hall and during wet playtimes. The older pupils often mix with the younger ones and teach them to dance and listen to music. The school provides many opportunities for the pupils to develop their social skills through speaking, listening and, for two pupils from each class, taking part in the School Council meetings. The pupils who are not members of the School Council benefit from this provision through their regular personal, social and health education lessons. This provision has a significant impact on the pupils' personal development.
14. The pupils' attendance is currently below the national average and is unsatisfactory. The recorded incidences of unauthorised absence are high in comparison to the national average. Parents need to be discouraged from taking holidays during term time and unauthorised absences need to be followed up swiftly. Although there is some evidence of regular pupil lateness by a

minority of the pupils, the majority of the pupils come to school and lessons on time. School registers are completed correctly. The pupils' attitudes, behaviour, personal development and relationships are a growing strength of the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching throughout the school is satisfactory overall. During the inspection, 24 per cent of the lessons seen were very good, 39 per cent were good and 34 per cent were satisfactory. Three per cent were unsatisfactory. This is a very similar picture to that seen at the time of the last inspection.
16. Overall the teaching is satisfactory in the Reception classes. The quality of the teaching enables the children to make a sound start to school and make satisfactory progress. The teaching in each of the classes has a number of strengths, including the good use of questions and talk to promote and challenge the pupils' thinking and communication skills. The classes are well organised and the children are well managed. In all classes good use is made of the teaching assistants who effectively support individual and group activities. The teachers and their assistants work hard to plan a range of learning activities. However, they do not always provide a sufficiently stimulating range of self-selected activities for the children. The class with only Reception children has a good range of learning activities that are carefully linked to all six areas of learning and the Literacy and Numeracy Strategies. However, in the mixed Year 1 and Reception classes the planning does not always identify how the children will cover work at a suitable level from all of the areas of learning.
17. The quality of teaching is satisfactory overall in the infants. There are examples of good and very good teaching. In the best lessons, the teachers have high expectations of what the pupils can do and provide them with work that is challenging and interesting. Lessons are planned very well and there are clear learning objectives that are shared with the pupils. In a very good Year 1/2 lesson the teacher and support staff worked together very effectively, developing the pupils' knowledge of magnetism. Good attention was paid to developing the pupils' scientific vocabulary and the work was well-matched to their different levels of ability. As a result, the pupils demonstrated a high level of interest, persevered with their work and behaved very well. The more able were confident in using words such as opaque, flexible and rigid and transparent when the teacher asked them to reflect on their previous work. Since September, some Reception and Year 1 classes have been combined and this has required teachers to plan and organise lessons combining National Curriculum subjects and the Early Learning Goals for the Foundation Stage. Their lack of experience in this occasionally results in a lack of challenge for the more able pupils. The school recognises the need to overcome this problem. The lack of challenge for the more able pupils is sometimes exacerbated by the overuse of mundane worksheets which provide little opportunity for the pupils to write at length.
18. The quality of teaching is satisfactory overall in the juniors but it is often good or better in Years 5 and 6. There is a very good relationship between the teachers and pupils and a high level of trust. In the best lessons, the teachers question the pupils very effectively to determine what they have learned and understand and use this information effectively to set new levels of challenge for the pupils. The pupils respond well and good use is made of humour to maintain the pupils' interest and concentration. In these better lessons, the teachers have good subject knowledge, the pace is brisk and the pupils are keen to take on board new challenges. In a very good Year 5/6 numeracy lesson, the teacher explained the task clearly, and because of past experience, the pupils knew they had to work hard and as a result the overwhelming majority completed a good

amount of work. Where lessons are not as effective, the pace is too slow and more work could be completed in a shorter period of time. As in the infants, the analysis of work showed that there was insufficient difference in the work provided for the average and more able pupils and, as a result, the latter do not make the progress of which they are capable in English, mathematics and science. The literacy and numeracy strategies are taught regularly and systematically and are having a positive impact on how well most of the pupils are achieving. However, the pupils need more opportunities to practise their mathematical skills in practical situations and to develop their writing skills in subjects such as history and geography.

19. Most teachers mark the pupils' work well and where it is particularly good, they indicate to the pupils how they might improve. The teachers are now making much better use of assessment to plan work although they need to raise their expectations of what the most able pupils are capable of achieving. The small amount of unsatisfactory teaching relates to work not being sufficiently well-matched to the pupils' level of ability and results in them making unsatisfactory progress.
20. The quality of teaching for those pupils with special educational needs is good and often very good enabling them to make significant progress in English and mathematics. All of the teachers and support staff have a high awareness of individual special needs. The 24 pupils with Statements are very well supported and all their requirements are met in full. Most of the pupils are provided with support either in class or as part of a larger group, particularly during literacy and numeracy sessions. The relationships that exist between the staff are of high quality and they impact significantly on the learning of all special needs pupils. The staff have regular meetings to discuss the pupils' progress and set new targets, as appropriate. All of the pupils on Stage 1 of School Action Planning have an Individual Education Plan (IEP). The class teachers have copies of the relevant IEP's and use them well when planning lessons. Classroom assistants also have the lesson plans and the documents they need to be fully involved in the lesson planning. The IEP targets are pertinent to individual needs and they are clear and concise. The Learning Support Assistants are a major strength of special educational needs provision and a valuable asset to the individual classes and class teachers.
21. The school makes very effective use of a specialist to teach music throughout the school and, as a result, the standard of singing is much better than expected for pupils of this age. The very good teaching ensures the pupils enjoy singing and are provided with good opportunities to listen to a variety of music. The teaching of art and design is also good and the pupils learn a variety of techniques, enabling them to achieve above average standards. Too little time has been devoted to the teaching of design and technology and in some classes the teachers do too much for the pupils and do not provide them with sufficient opportunities to design and make their own models. The teaching and learning in all other subjects is satisfactory.

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

22. In the classes that contain Reception children there is a generally a broad and balanced curriculum provided. It takes into account the National Literacy and Numeracy Strategies and the Early Learning Goals. There are, however, some shortcomings in the resources needed to provide a full Foundation Stage curriculum and for the children to participate in outdoor learning sessions. The Reception classes have a designated area for their use in the playground. Although there are some basic toys such as wheeled vehicles and space hoppers, the equipment is insufficient to provide an appropriate range of opportunities for the children to explore, use their imagination and experience play situations independently and safely out of doors. In addition, because the school has recently organised two classes with a mixture of Reception and Year 1

children there are times when the curriculum for the Reception children is too formal and does not allow them to engage in free play and self-selected activities. The school recognises this and has begun to address it.

23. For infant and junior pupils the quality and range of learning opportunities are good. The curriculum meets the requirements of the National Curriculum, is broad, balanced and relevant to the needs and interests of the pupils. The teaching of religious education meets the requirements of the Locally Agreed Syllabus. There are good strategies for teaching the basic skills of literacy and sound strategies for the teaching of numeracy and this is having a positive impact on the pupils' achievements. Since the last inspection the amount of time devoted to the curriculum has been increased and is now well within the recommended guidance. However, the amount of time devoted to design and technology is unsatisfactory in the juniors.
24. The school provides a good range of activities outside of lessons that both enrich the curriculum and contribute to the personal and social development of the pupils. Musical activities are a particular strength and enable the pupils to develop their singing and instrumental skills well. Other activities include cross country running, football, art, dance and computer clubs.
25. All staff share a commitment to equality of opportunity. Staff work conscientiously to ensure that the pupils understand what is happening in the classroom and this helps the pupils to take a full part in all activities whatever their ability.
26. The provision for those pupils with special educational needs is good in the Reception classes and very good throughout the rest of the school. Pupils with learning disabilities, physical disabilities and behavioural problems are fully integrated into school life and a positive and supportive atmosphere are evident throughout the whole school. The very good learning support assistants work closely with the teachers to ensure the pupils are able to take a full part in lessons and make very good progress in achieving the targets in their Individual Education Plans. The school has very good links with a number of special educational needs support agencies such as, the Educational Psychology Service and the Behaviour Support Team.
27. Provision for personal, social and health education, including sex and drug education, is very good. Good use is made of outside professionals to contribute to this part of the curriculum and the programme of work the pupils follow is comprehensive. The pupils are made progressively aware of the need and advantages of a healthy life style and the choices they have in achieving this.
28. The school has good links with the local and wider community and uses them effectively to enhance the pupils' learning. The use of the local area is well established and visits to places such as the Crich Tramway Museum and a local environmental centre enrich the curriculum. Good links exist with the local church, Saint Barnabas, and the School Christian Assembly team. There are developing links with a school in India and the pupils exchange e-mails regularly. Through the Family Learning Project and the Home School partnership programme the school involves some parents in their children's education. Links with partner institutions are satisfactory. The school has good links with the local nursery school and satisfactory links with the seven secondary schools it feeds. Currently, the school has no links with local, teacher training institutions.
29. The provision made for the pupils' spiritual, cultural, social and moral development is very good overall. The provision the school makes for the pupils' spiritual development is good. Through work in religious education and cross-curricular themes the pupils are able to think about their

beliefs and those of others. Through the study of famous people in history they are beginning to develop ideas about how belief can motivate people. The pupils are given opportunities in assemblies to reflect on issues such as what friendship is, and the value of friends. The care and support for those pupils with learning disabilities and behaviour problems creates a good climate of respect for others. The pupils are encouraged to develop a sense of understanding for others and show concern and compassion.

30. The school's provision for the pupils' moral development is very good. The pupils are treated with great courtesy and respect and this is reflected in the good behaviour seen around the school. Where a pupil's behaviour is unsatisfactory time is usually taken to discuss their actions and motives thereby challenging the pupils to take responsibility for their actions. The school's agreed code of conduct is well known to the pupils and followed. Rules are prominently displayed in the classrooms and around the school. Rewards and sanctions are used effectively and culminate in rewards that are celebrated in assemblies. A great emphasis is placed on honesty and integrity. The pupils are encouraged to consider the needs of others through getting involved in raising funds for charities such as Red Nose Day.
31. Provision for social development is very good. The staff are good role models and the pupils are encouraged to be friendly and helpful to each other, especially to those pupils who have learning and behaviour difficulties. Good opportunities are provided for them to work collaboratively, co-operating with tasks with a partner or a group. Through the Class Councils and the School Council the pupils are actively involved in the life and decision making of the school. Through assemblies and lessons the importance of working together to achieve a common goal is stressed. Through lessons such as, science and geography they are encouraged to realise the impact that people have on their immediate and wider surrounds and their responsibility to care for and improve the environment.
32. Provision for cultural development is very good. The pupils gain a good awareness of their own culture and other cultures. Through music, art, dance, literacy, geography and history the school ensures that there is work on a range of cultures and that it actively promotes an understanding of other cultures. The excellent links that the school has built up with India, and the very good work that come from this, has greatly enriched the pupils' learning and understanding of ways of life in another country.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The procedures for child protection and welfare are very good and the procedures for the monitoring of the pupils' academic performance and personal development are good. Child Protection procedures are in place and are very effective. The staff are very well supported by a range of external agencies and provide a high level of support to individual pupils.
34. In the classroom and the playground teachers and support assistants are very quick to observe any personal difficulties exhibited by the pupils and to take appropriate and remedial action. The school operates a good first aid system for minor accidents and appropriate records are maintained. The school carries out occasional Health and Safety audits of the site and appropriate records are kept.
35. The school, together with the occasional assistance of the Educational Welfare Officer monitors individual levels of pupil absence. Although recorded unauthorised absence is significantly above the national average, the main reason has been identified as the school's interpretation of pupil lateness after registration has closed, as unauthorised absence for half a day. The impact of this

method of interpretation is for the unauthorised absence figures at the school to appear to be much higher than other schools nationally. The school promotes good levels of pupil attendance through reward systems and messages to parents.

36. The school has developed a range of very effective strategies for the monitoring and control of behaviour and these are promoted well in lessons such as PSHE and in the regular assemblies. The 'circle of friends' system is very positive and is very effectively promoted by the school as a means of helping pupils with behavioural difficulties. The pupils' academic performance and personal development is monitored both formally and informally by the school and steps are taken to identify individual problems with a range of strategies which may include the preparation of Individual Education Plans for some pupils.
37. The school provides a good level of educational and personal support for the pupils which is aimed at raising their individual achievement and their self-esteem. The school acknowledges each pupil's individual achievement through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies. The pupils' personal development is enhanced by the newly introduced School Council and the linked Class Council system which raises ideas and topics for discussion.
38. At the time of the last inspection weaknesses were found in *'the arrangements made by the school to monitor the pupils' academic attainment and progress fully and consistently across all subjects and within and across key stages'*. This key issue has been systematically addressed and good progress made towards setting overall targets for improvement within each year group in English and mathematics. The procedures for assessing the pupils' attainment and progress in English, mathematics and science are secure. The results from a range of standardised and external tests are well analysed and are beginning to be used effectively to group the pupils and to set targets for groups of pupils to work towards. Appropriate and challenging targets are being set for the levels of attainment that the pupils with special educational needs should achieve as they move through the school. However, on occasions the teachers are not making the most effective use of assessment data to plan work for the more able pupils and this results in them not making the progress of which they are capable.
39. In English, in the juniors, the teachers are setting specific targets to help each pupil improve their writing. The older pupils have some opportunities to participate in this process; these pupils are aware of their targets and this helps to promote their learning. Some good work was seen when partners were encouraged to focus on each other's work and suggest improvements. The pupils' progress is being carefully tracked from when they enter the school and examples of the pupils' writing are being collected and are forming an on-going portfolio that demonstrates their progress. The teachers have taken part in several training sessions to ensure that they have a shared understanding of the features of national curriculum levels of attainment in writing. In reading useful home-school diaries often identify areas for improvement. However, the pupils throughout the school are not always made aware of what they are going to learn next and how they can improve in order to achieve the next level in their work. In mathematics the system is less well developed and this remains an area for development.
40. In subjects other than English, mathematics and science procedures for assessing and recording the progress of pupils are in the early stages of development. The school recognises that this is an area for development. However, in response to the issues raised in its recent inspection, it has rightly concentrated its efforts on improving its assessment in these core subjects. It is beginning to make good use of information, communication, and technology skills for the pupils to complete self-assessments of their understanding following the completion of each science topic. The

school plans to extend this to other areas of the curriculum. In music a good start has been made in using suggestions in the national guidelines that are used in planning the music curriculum to identify how well the pupils are progressing.

41. Soon after entry into the Reception classes a baseline assessment is carried out and the information is used to identify areas for development with individual and groups of children. The children with special educational needs are identified at an early stage and good support is given to them. This enables them to take part in the activities planned for the Reception classes and for them to make good progress. The teachers have satisfactory arrangements in place to check how well all the children are learning on a daily basis and whether they are making enough progress. A useful profile of how the children's writing skills are developing is being built up by keeping examples of their work. The information gained from assessing the children is used to group them and to plan further work.
42. Throughout the school the pupils with special educational needs receive very good support from staff within the school. The special educational needs co-ordinators, teachers and teaching assistants are fully committed to helping the pupils to progress in meeting their targets. The needs of pupils are very well identified by the careful assessments that are carried out and strategies to address them are then highlighted in the pupils' individual education plans. These are reviewed termly. All statutory requirements with regard to special educational needs are well carried out. The school's work with pupils with special educational needs is further well supported by a good range of outside agencies working regularly with a number of the pupils.
43. In the classes with Reception-aged children the start to the day is calm, positive and well organised. There are arrangements in place for the day-to-day exchange of information between parents, carers and the school staff and the children come into school happily and confidently. At the end of the day the children are encouraged to look for the known adult who is collecting them. The teachers are getting to know the children quickly, and establishing good relationships with them, this is encouraging the children to work hard and to behave well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents' views of the school are satisfactory, as are the school's links with parents. The information provided for parents about the pupils' progress is good and the impact of parental involvement on the pupils' learning is satisfactory.
45. The parents' meeting with the inspectors was not well attended and the parental questionnaire was returned by a low percentage of parents. A majority of parents are supportive of the school and of its aims and objectives but there are a number of areas where a significant minority of parents feel dissatisfied with the work of the school. Most parents feel that their children like school and that they are making good progress. Parents also feel that the teachers are good and that their children's behaviour is good. However, a significant minority of parents are unhappy about the levels of homework, some feel that they are not kept well informed and others feel that the school does not work closely with parents. Some parents feel that the school is not well led and managed and others feel that the range of extra curricular activities is unsatisfactory. During the inspection, the team concluded that they agreed with parents' positive comments but they disagreed with the majority of the negative comments made by parents.
46. The information provided by the school to parents through the prospectus and annual governors' report to parents is helpful and informative but the school is already aware that a statutory note of the parents' right to withdraw children from religious education and regular acts of collective

worship is missing from the current edition. Newsletters to parents are of a regular and high standard and include a wide range of school topic information such as book fairs, fund raising news, links with Derby County FC and National Curriculum test information. The school also provides a number of open day opportunities for parents to visit school to discuss their child's progress. The school has designed a very useful teacher checklist to assist in presenting a complete picture of each child's academic and social/moral progress at the school.

47. The school has satisfactory arrangements in place for the introduction of the Reception children to school. These include the children visiting the classes and meetings for parents before they start school. The teachers receive useful records from the nursery schools and playgroups from which the children transfer into school. Soon after the children enter the school a baseline assessment of their attainment is carried out. The parents and carers of the children are invited to discuss the outcomes with the teachers and are given suggestions as to how they can help their children at home. Although the geography of the school makes the ways in which the children come into school in the mornings and leave in the afternoon difficult, the teachers and teaching assistants make sure that they take opportunities to speak to the parents and carers to discuss any problems. Regular parents' evenings are held.
48. A small minority of parents are frequent visitors to the school both in terms of providing very welcome classroom support and in helping to organise and run extra curricular activities and other events. All parents have been invited to enter into a home/school agreement which is designed to promote improved relationships between the school, parents and children. Several parents were briefly interviewed during the inspection and most had only positive contributions to add to the inspection evidence base. The school works hard to introduce new children to the school and they receive good support from the teaching staff and the headteacher. There is also a very good level of additional support provided to the parents of pupils with Special Educational Needs and to those parents who have a child in the Enhanced Resource Provision.
49. Most parents play an important part in their children's education by helping them at home by listening to them read or in assisting them with homework. The Friends For Ashgate provide additional and most welcome support to the work of the school but the percentage of parents who play an active part is low. Parental attendance at school concerts, celebrations and sports days is good.
50. Parents are kept fully aware of the school's policy and practice for special educational needs by letter, telephone and through the home/school journal. The special educational needs co-ordinator and staff use the most appropriate method for communicating with each family.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The quality of leadership and management is good. The headteacher's positive attitude and effective management skills ensure that the school uses its time and energy wisely to improving standards. The headteacher is helped by an effective deputy headteacher and an increasingly effective senior management team. The governing body places a great deal of trust in the headteacher.
52. The headteacher has steered the school through a difficult period. His presence around the school and 'can do' attitude are major factors in the recent improvement in standards. He knows staff and pupils well and sets a good personal example for teachers to follow. His assemblies, for example, provide a public platform to demonstrate his principles. These are lively and enjoyable occasions. The pupils clearly enjoy assemblies and respond positively to them.

53. Management structures in the school are well thought out and are becoming increasingly effective. The headteacher, senior staff and co-ordinators of English, maths and science monitor teaching. This helps the headteacher form an accurate view of the quality of teaching across the school. This information is used well when considering whole school priorities for inclusion in the School Improvement Plan and to guide future training.
54. The headteacher delegates well and provides good support to ensure that jobs are carried out properly. In order to raise standards in mathematics, for example, the headteacher has ensured that the co-ordinator has had the time find out what happens in every classroom, funds to improve resources and access to training and support to aid her development. He in turn oversees her work. As a result standards are beginning to rise and, importantly, all staff know that this is a key priority. Along with the maths co-ordinator, English and science co-ordinators also monitor teaching and learning. In other subjects however, co-ordinators do not have a detailed view of teaching and standards.
55. The deputy headteacher provides an effective contribution to leadership and management. Her role as Head of the Enhanced Resource Facility gives her the opportunity to work across the whole school. She is, therefore, well placed to add her unobtrusive monitoring to the headteacher's view of the work of the school. She is particularly effective in managing the complicated deployment of teaching support staff. Regular reviews of their effectiveness guides both their training and where they can be of best use. The role of the rest of the senior management team is still developing.
56. The school is making increasingly effective use of data, so that it knows how well it is doing and to set targets for improvement. The results of National tests are analysed well. The analysis highlights gaps in the pupils' knowledge in English, mathematics and science, which the co-ordinators ensure are made known to all staff. The school sets targets for each class to reach in the end of year tests. These are used to guide the composition of teaching groups in the juniors and to identify those pupils who would benefit from targeted teaching. They stop short, however, of identifying exactly what the pupils need to learn over the course of future lessons and what teachers need to do to help in this.
57. School improvement planning is sharply focused on raising standards. It is a document that sets out a limited number of key priorities. The action plans that underpin it need more information and state clearly what will be done, who will do it, what support they need and how success will be tracked. It is, however, linked appropriately to common performance management targets set across the school. This system for performance management is well thought out and provides a good vehicle for concentrating effort on the school's priorities.
58. The governing body is supportive of the headteacher and through its committees and meetings it receives regular reports from the headteacher and co-ordinators. The governors do not themselves question the work of the school enough or find things out for themselves and so are not in position to offer their own views on what needs to be done when the School Improvement Plan is written
59. The teacher in charge of the infants also has overall responsibility for the classes with Reception children. She is aware of the need to monitor the provision of the curriculum. The classrooms, practical areas and hall facilities provide a satisfactory variety of activities to support learning indoors. As the three classes with Reception children have only recently been established she

has had little opportunity yet to check what happens in the classes and to decide what needs improving.

60. The special educational needs co-ordinator is efficient, effective and well organised. She also has an extremely pro-active team. All of the teachers have had extensive training in all relevant initiatives and this ensures they are able to provide effective support for the large number of pupils with special educational needs.
61. Control of the school's finances and the day-to-day management of finance are good. Financial planning is related through the school improvement plan to the school's educational priorities. Curriculum co-ordinators make effective use of the funding to ensure there are adequate resources. The finance committee is kept well-informed and keeps a careful watch on expenditure. Best value is sought by the governors at all times when considering the purchasing of goods or services. As an example, decorating and improvements to the accommodation are carefully costed and the best options sought and evaluated. The day-to-day management of finance conducted by the administration staff is effective and all financial regulations adhered to.
62. Grants for specific educational purposes, such as special educational needs, are used correctly and efficiently for the purposes intended. The headteacher has been successful in acquiring grants for improving outside facilities and the accommodation and these funds have been used effectively. In general, learning resources are used effectively. Taking into account the school's expenditure and the quality of education provided, including provision for the personal and non-academic needs of the pupils, the school gives satisfactory value for money.
63. There is a good range of teaching and support staff for effective delivery of the curriculum. The range of support staff is particularly good and the Headteacher is very proactive in including staff at all levels in the day-to-day work of the school. For example, the lunchtime supervisory staff have attended training on managing the pupils' behaviour. There are good arrangements for the induction of new staff and in the monitoring of teaching in the classroom.
64. The school accommodation is satisfactory for effective delivery of the curriculum. Most classrooms are in satisfactory decorative order although some parts of the school are in urgent need of decorative improvement, particularly some of the toilet areas. The recent combination of the previously separate Infant and Junior schools into one Primary school has created a good range of available classrooms together with 3 halls and a separate dining room. However, there is a lack of outside play facilities for the Foundation Stage and although there are 3 halls, not one is of sufficient size to hold a whole school assembly. The school now has the use of a new and well-designed computer suite and the external grassed areas are good and well used.
65. The range of resources for effective delivery of the curriculum is satisfactory. The range of resources for the Foundation Stage is satisfactory with the exception of outdoor play facilities. Literacy resources are good and include a wide range of videos and large reading books for work in the classroom. Some books in the library are now in need of replacement. Numeracy resources are satisfactory, as are those for science. The ICT suite has a good range of new computers but those in the classroom are not regularly used by all teachers to support the curriculum. The range of resources for religious education is satisfactory, as are those for the foundation subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. The headteacher, staff and governors should now;

- (1) raise standards in English, mathematics and science by;
 - ensuring the more able pupils are given work that is sufficiently challenging;
 - reducing the use of mundane worksheets and providing the pupils with more opportunities to develop their writing skills in subjects such as history and geography;
 - providing the pupils with more practical and investigative activities in mathematics
(Paragraphs 1 – 9, 38 – 39, 56, 80 – 101)
- (2) raising the quality of teaching to the best by;
 - ensuring the teachers use assessment information more effectively to plan work for the most able pupils;
 - monitoring and supporting the development of teaching across the school;
(Paragraphs 17 – 2, 38 – 39, 56, 86, 92 – 95, 100, 114)
- (3) raise standards in design and technology by;
 - ensuring sufficient time is devoted to the subject;
 - providing the pupils with more opportunities to design and make their own models;
(Paragraphs 23, 106 – 110)
- (4) improve the quality of the outdoor learning provision for children in the Foundation Stage;
(Paragraphs 22, 64, 78)

67. In addition, the school should consider including the following in its action plan;

- Improving the level of attendance.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	15	25	22	2	0	0
Percentage	0	24	39	34	3	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 one percentage point.

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)	333
Number of full-time pupils known to be eligible for free school meals	106

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	20
Number of pupils on the school's special educational needs register	98

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.4

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	23	23	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	21
	Girls	18	14	20
	Total	39	34	41
Percentage of pupils at NC level 2 or above	School	85 (88)	74 (91)	89 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	21
	Girls	14	15	16
	Total	33	34	37
Percentage of pupils at NC level 2 or above	School	72 (88)	74 (91)	80 (91)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	32	24	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	13	22
	Girls	13	11	15
	Total	32	24	37
Percentage of pupils at NC level 4 or above	School	57 (57)	43 (67)	66 (76)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	19	16
	Girls	11	15	14
	Total	22	34	30
Percentage of pupils at NC level 4 or above	School	39 (58)	61 (66)	54 (69)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	292	8	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	7	1	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	20	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.55
Number of pupils per qualified teacher	22.2
Average class size	30.2

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	244

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	780,672
Total expenditure	773009
Expenditure per pupil	2,314
Balance brought forward from previous year	26,049
Balance carried forward to next year	33,712

Recruitment of teachers

Number of teachers who left the school during the last two years	9.4
Number of teachers appointed to the school during the last two years	8.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	333
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	3	1	0
My child is making good progress in school.	67	28	5	0	0
Behaviour in the school is good.	46	43	9	1	0
My child gets the right amount of work to do at home.	37	37	23	3	0
The teaching is good.	51	42	7	0	0
I am kept well informed about how my child is getting on.	43	33	17	7	0
I would feel comfortable about approaching the school with questions or a problem.	59	29	7	4	1
The school expects my child to work hard and achieve his or her best.	62	33	4	0	1
The school works closely with parents.	32	38	24	5	1
The school is well led and managed.	32	37	21	3	8
The school is helping my child become mature and responsible.	45	44	5	0	5
The school provides an interesting range of activities outside lessons.	25	28	20	20	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, Social and Emotional Development

68. The children enter the school with a range of personal, social and emotional development and many of them are already close to meeting the early learning goals in this area. The children continue to progress whilst in the Reception classes and the majority of them achieve what is expected by the age of five. The quality of teaching in this area of learning is satisfactory, the teachers make sure that all the children have a clear understanding of what is expected of them and as a result they develop positive attitudes to learning. The children soon learn the routines on entering the classroom and they settle quickly and happily when they come into school.
69. The teachers have high expectations of the children's behaviour and ability to take care of themselves. The children are confident and independent when taking care of their personal hygiene and are increasingly so when dressing and undressing needing occasional help with fasteners. The children's personal and social skills are developed satisfactorily because they are provided with opportunities to work together and to reflect on the effect of their actions on others. They persevere with tasks and behave well. There are good relationships between all the adults who work in the Reception classes and the children. The children are gaining confidence in speaking to adults and each other. They respond well to questions from their teachers and other adults and try hard to think things through for themselves. However, especially in the mixed Year One and Reception classes, there is an imbalance of teacher-directed tasks and of children-chosen activities. This means that opportunities for the children to develop independence and self-reliance are limited as there are very few free-choice sessions planned for the children.

Communication, Language and Literacy

70. Although there is a wide range of attainment the majority of children enter the Reception classes with close to average language skills. There is a small number whose language development, in speaking and listening skills, and in reading and writing is well below average. The teaching in this area is satisfactory with some significant strengths. These were particularly evident in sessions to foster speaking and listening skills and in the teaching of phonics. Overall the children make satisfactory progress and by the end of the Reception year, the proportion of the children who achieve the early learning goals in communication, language and literacy is average.
71. The children enjoy listening to and reading stories and information books and they concentrate well in literacy sessions. The children listen well to and talk to their teachers and other adults in individual and group discussions. The teachers give the children opportunities to talk about how the characters in stories feel about events and how they can relate this to their own lives. For example, the children can explain things that have made them feel scared and say how they coped with the situation. They respond well to events in stories such as 'We're Going on a Bear Hunt'. Following a dramatic reading of the story the teacher extends the children's vocabulary by skilful questioning and the children learn to use their own words to describe the order of the events that take place in the story.
72. The teachers develop and build the children's early reading skills through the sharing of books and stories and the good teaching of phonic skills. The majority of the children know the individual letters of the alphabet by sound and the more able ones are able to make blends such as 'th' and

'sh'. They recognise, read, and by the end of the year can write their names. They know a range of words by sight and some can use their knowledge of letter sounds to help them read unfamiliar words. The most able children are able to retell stories they have read and sequence events in familiar stories such as 'The Sleeping Beauty'. In the Reception class the children follow the teacher's reading of a big book with close attention and join in with saying the words as soon as they can. They thoroughly enjoy 'reading' stories that they already know such as 'Handa's Surprise' and 'Snow Bear', turning the pages in the correct order and telling the story themselves. The children take reading and library books home to share with parents and carers and this makes a positive contribution to their achievement.

73. Whilst in the Reception classes the children develop a sound understanding of the writing process, they hold pencils correctly and are taught the correct way to form letters. The classrooms have alphabet charts and labels to encourage the children to link letters and sounds and write words themselves. There are good opportunities for the children to write for a variety of purposes, although informal opportunities for writing are more limited. The teachers value the efforts that the children make and the written work is carefully annotated as to what the children need to practise next. However, on too many occasions in writing sessions the children simply copy what they have dictated to the teacher and opportunities for the children to write independently are missed.

Mathematical development

74. The children enter the school with average skills in mathematical development. The teaching is consistently sound and some good teaching was seen which enabled the children to make good progress in gaining mathematical understanding and skills. By the end of the reception year, the proportion of the children who have achieved the early learning goals is average. As the school year progresses the lessons are more closely linked to the framework of the National Numeracy Strategy. On a few occasions the mental and oral part of the lessons is too long for the children in the mixed Year 1/Reception classes and the follow up activities are not matched closely to their needs. Where the best teaching is seen the teachers make the learning fun through games and the children build confidence in counting and using their number skills.
75. The teachers provide good opportunities for the children to count and use numbers, and this enables them to develop their understanding of the number system. The children all recognise numbers one to ten in digits and most of the children can count to at least 20 and some count confidently beyond this. They understand the concept of simple addition, and are beginning to add to ten. The children learn to recognise coins and to use money through good games-based activities. They enjoy going to the 'bookshop' to buy books although they have not yet developed the concept of getting change if their coins are over the marked price. They are given a good introduction to finding the properties of two and three-dimensional shapes. Through looking at patterns in nature they learn about symmetry and repetition. The children can identify which buildings are tallest and compare different objects to see which weighs the most or the least.

Knowledge and Understanding of the World

76. When the children enter the school they have reached an average level in this area of learning. By the time they are five, most children are likely to achieve the level expected in knowledge and understanding of the world. Overall the quality of teaching and progress is satisfactory in this area. There are, however, some shortcomings in the resources needed to provide a full foundation stage curriculum. For example the outdoor area is not well-equipped enough to provide opportunities for the children to explore and investigate scientific areas, or to use their

imagination and experience quality play. In the Reception class the children are given planned learning opportunities to explore materials and the different sounds that they make. The teacher makes good use of a walk round the school grounds to encourage the children to listen for, and identify a range of sounds.

77. The children are given good opportunities to use the computer. They know how to use a program to choose clothes to dress the teddy and they confidently use the mouse to point and click. They enjoy listening to and watching stories on the computer and can move the program on appropriately. As part of the 'Homes' topic the children identify the materials used in building the houses of the 'Three Little Pigs' and they know that houses have doors, windows and roofs. When the children are learning about properties of materials they can sort them into categories such as soft and hard. A travel agent's role play area has been set up with maps, brochures, telephone and tickets to give the children experience of how holidays are chosen and booked. There are good opportunities for the children to learn about the faith and customs of Christianity such as baptism. The reception children, by participating in whole school activities, learn about other religions, cultures and traditions.

Physical development

78. In the Reception classes, the children develop their physical skills well, especially through the indoor sessions, although opportunities for outdoor play are limited. By the age of five, most children reach the national expectation in this area of learning. The teaching in this area is satisfactory and the children make satisfactory progress. The children show a good awareness of space by not bumping into each other as they move and they take care when they are playing not to act in ways that may harm other children. They have opportunities to develop their skills on wheeled outdoor equipment and to climb and balance using the equipment in the hall. They can dress and undress themselves with help with fasteners. There are satisfactory opportunities to develop fine motor skills using felt-pens, pencils and scissors, as well as through joining together pieces when completing jigsaws, model houses and tall towers.

Creative development

79. The children enjoy a good range of experiences in music and story but opportunities for art and imaginative play are limited. Overall, the quality of teaching and learning is satisfactory and the children make sound progress in their creative development. Most attain the early learning goals by the time they enter Year 1. The structured music lessons with the specialist teacher help to develop the children's understanding of sound, rhythm and pattern. In other sessions they play a range of musical instruments, and sing songs and rhymes competently and enthusiastically. Good sessions were observed when teaching assistants involved the children effectively in action games and songs. In the Reception class the children construct their own musical instruments such as shakers and 'guitars' using rubber bands and enjoy playing them. The children know a good range of colours, they paint self-portraits mixing colours for skin and hair tones. Materials such as sand and water are available for children to explore on an occasional basis. Resources for a variety of role-play situations indoors are provided such as the travel agents. In the Reception class the children enter into running the office, making appointments and writing letters. The opportunities for the children to use their imagination and creativity through self-selected activities could usefully be extended, both indoors and outdoors.

ENGLISH

80. The infant pupils make good progress in both reading and writing and by the end of Year 2, standards are broadly average. In the juniors, a significant number of the pupils have special educational needs, many of whom take advantage of the Enhanced Resource facility. Because most of these pupils have moderate or severe learning difficulties, there is less chance of them reaching the expected level by the end of Year 6 and standards fall below the expected level. When these pupils' results are taken into account, standards are similar to those expected nationally. In both the infant and junior classes, the standards in reading are higher than those in writing. The literacy levels of many pupils entering the school after the Reception class are poor and from this low base, they make good progress. Inspection evidence indicates that standards in writing are improving slowly. The main reasons for these improvements are the effective strategies that have been put in place across the school since the previous inspection. The training undertaken by the staff has improved the quality and delivery of the Literacy Hour and the assessment procedures allow the oldest pupils to participate in their target setting for writing. The high quality additional support offered by classroom assistants to those pupils with learning difficulties has a significant impact on how the pupils learn throughout school and the standards they achieve.
81. Many of the pupils start school with poor language ability. They are given plenty of opportunities to engage in a wide variety of speaking and listening skills. The teachers encourage the pupils to extend their vocabulary, to speak aloud to an audience and to engage in group discussion. This allows them to gain in concentration and confidence as they move through school. For example, role-play and partner participation in the infant department enables pupils with special educational needs to develop speaking and listening skills to the full. Older pupils with special educational needs benefit from the opportunity to debate and offer opinions in class and to the School Council. The pupils enjoy words and are inquisitive about their meaning. In both the infants and juniors, they are confident to ask the meaning of words they do not understand. Guided reading groups are effective in promoting speaking and listening because the teachers and skilled support assistants pose questions that require a considered response from the pupils. The evaluation of work and sharing of ideas in class is encouraged throughout school at the end of lessons. This allows the pupils to consolidate and reflect on what they have learnt and share aspects of the lesson that caused difficulty.
82. Standards in reading are broadly average at the end of Year 2 and Year 6. The more able infant pupils read accurately and fluently. Those who have more limited ability are sometimes less fluent and often affected by a more limited vocabulary. Most of the pupils enjoy books and the teachers work hard to develop oral language in group reading activities. Those pupils with special educational needs recognise fewer words and letters, relying strongly on picture clues and adult support. Most of the pupils understand such terms as 'author' 'illustrator' and 'title' and enjoy sharing texts during Literacy Hour. The more able pupils in Year 6 read fluently and with good expression. They are able to discuss reading preferences and talk about their favourite authors, Roald Dahl, Jacqueline Wilson and Michael Morpurgo. The pupils of average ability also have a good range of strategies to help them establish meaning and often self-correct words that they have not understood. However some of the pupils with special educational needs have very limited strategies for reading unfamiliar words. Most of the pupils use dictionaries confidently because the teachers consistently reinforce these skills. However, research skills are not as strong in some classes as they could be. Many pupils read at home to an adult and most pupils have reading diaries. The diaries seen during the inspection were of a good standard with regular dialogue between parents and teachers. The quality of teaching and learning during the class quiet reading sessions is good. The time is used well and groups of pupils receive regular teaching that is tailored to their needs. This is particularly beneficial to the less able pupils and

those who have special educational needs. Routines are well established with regular quality adult intervention.

83. Both the school libraries are satisfactorily resourced with a range of fiction and non-fiction books and taped stories. The rooms are well laid out and classes are timetabled to use them on a regular basis. The system of borrowing books is well organised and the school is aware that because the pupils use these facilities frequently, much of this reading material is well used and some replacement is necessary.
84. Standards in writing in the infants are average and improving. Most of the pupils make good attempts at expressing themselves in writing. They have opportunities to write for many purposes and audiences. By the end of Year 2, the more able pupils can write a simple story with a beginning, middle and end. The less able pupils, including those with special educational needs are given a good range of clues, picture prompts and word lists to enable them to slowly acquire the necessary spelling, punctuation and writing skills. Many of the younger less able junior pupils find it difficult to produce a sustained piece of writing with the variety of language and accuracy expected at this age. By the end of Year 6 standards are below average. The majority of pupils produce writing with clear sentence structure, good presentation, punctuation and reasonable spelling. This represents at least good progress for many of the pupils, particularly those with special educational needs who join the school at the beginning of the juniors. The most able pupils have a good understanding of how to write narrative and factual pieces but could achieve more if provided with more challenging work. The writing of poetry is a strong feature across the school. The school is aware that as the use of writing targets become more securely established across the school, this will significantly impact on raising standards. It also recognises the need to provide the pupils with more opportunities to develop their writing skills in subjects such as history and geography.
85. The school has identified both speaking and listening and writing as priority areas. The resulting highly focussed teaching along with the successful implementation of the Literacy Strategy is already beginning to impact on the development of the pupils' grammatical knowledge and their understanding and use of language throughout the school. However, there is less evidence of ICT being used consistently to support learning in English.
86. The quality of teaching is satisfactory overall and during the inspection was frequently good in both the infant and junior classes with many very good features in Years 5 and 6. No unsatisfactory teaching was seen. Routines are well established and the pupils are confident and independent in class. Lessons are well planned. Most teachers have considered carefully what it is they want the pupils to learn and the work is well matched to their needs. The teachers' questioning skills are very good. The questions are frequently used to move the pupils' thinking forward and to encourage closer understanding. Questions are used very effectively to assess what the pupils have learnt. The questions are targeted to certain groups and individual pupils and demand careful thought. This strategy works very effectively with the pupils who have special educational needs. The teachers give clear explanations of the ideas being taught and use a good structure so that the pupils can model their work on the strategy given to meet the shared targets of the lesson. Many of the good lessons are characterised by strong relationships between the pupils, teachers and the additional adults who support learning in class. This ensures that the pupils' contributions are valued and that they are highly aware of what is expected of them both for behaviour and attainment. The pupils are actively involved in lessons so that they have a clear understanding of what is being taught. The teachers often discuss with the pupils how their work can be improved. The marking of work is good quality and particularly effective when the comments include suggestions on how the work can be improved. Sessions at the end

of lessons are used well to reinforce and extend learning as well as allowing the pupils to share aspects of their completed work. The analysis of the pupils' work shows that in some classes the teachers do not give the more able pupils work that is sufficiently challenging. Frequently, it is similar to work given to the average pupils with the more able pupils expected to complete more work. The school has recognised that this is an area for development.

87. The management of the subject is good. The results of national tests are analysed carefully. Detailed records are kept of the pupils' progress in reading and writing. Both co-ordinators have worked hard to put a structure in place that will enable standards to rise. They have a clear view of what needs to be done to raise standards further. They are aware of the need to consolidate all aspects of this structure in order to improve assessment and target setting throughout the school. Resources overall are good, particularly those used within the Literacy Strategy.

MATHEMATICS

88. Standards have risen since the last inspection. By the end of Year 2, standards which at the time of the last inspection were below national average, have now risen to be in line with the national average. By the end of Year 6, standards that were previously well below the national average, have improved and continue to improve. Teaching that concentrates on basic skills results in the pupils making steady progress through the infants. Despite the lower than average standards at the end of Year 6, the continued focus on basic skills leads to satisfactory progress through the juniors. Two important factors influence standards of attainment at the end of Year 6. In the juniors the school admits an increasing number of pupils to its Enhanced Resource, so that the proportion of pupils who have special educational needs is much higher in the juniors than in the infants. In addition, a significant number of the pupils join or leave the school during the course of the juniors.
89. By the end of Year 2, the pupils can work out simple problems involving number operations and money. They understand place value to a hundred and are beginning to carry out some simple calculations using these numbers. The pupils use different methods for calculating, such as using their knowledge of how addition facts can help to solve subtraction problems and using their knowledge of adding and subtracting ten when dealing with calculations involving the numbers nine and eleven. When considering shapes they know the names and simple properties of a range of two-dimensional shapes and know about symmetrical shapes. They measure using standard units but have too little experience of real practical situations, involving estimation, measuring and recording and because of this, the pupils, especially the more able, are not challenged sufficiently by their work. The pupils use their data collection skills to record information but have too little experience of carrying out the practical process of deciding what information to collect, how to collect it, collating and then communicating the information in graphic forms, both drawn and computer generated.
90. By the end of Year 6, the pupils calculate and solve problems involving decimals to two places. They know the relationship between fractions, decimals and percentages. The pupils carry out their number calculations using different methods, such as using a partitioning method when multiplying larger numbers. There is insufficient evidence of more able pupils being extended beyond the level of the average pupils and so their levels of attainment are not as high as they could be. The pupils work satisfactorily with co-ordinates in one quadrant but too little progress is made in working at a higher level within all four quadrants. The pupils know about reflective and rotational symmetry and congruent shapes. They can measure in various standard measurements but these skills are not often used to solve practical problems. In their data handling work the

pupils interpret the information from graphs but have limited experience beyond answering direct literal questions. They do not have sufficient knowledge of, or experience of, the full process of data collection and communication. The more able pupils know how to calculate the data collection measurements of mean, median, mode and range.

91. Those pupils who have special educational needs make good progress. In most lessons they receive good support from Education Care Officers who know the pupils' needs well and concentrate efforts on helping them achieve their individual targets. The pupils are helped to join in whole class activity with Education Care Officers talking quietly to individual pupils, reinforcing what the teacher is saying. When working in groups Education Care Officers are good at explaining to the pupils what they have to do and at asking questions to check understanding. For example, in a Year 6 lesson the first words spoken by the Educational Care Officer to her group were 'You do the first one and I'll check it before you go on.' This very effective support ensured that the pupils were not becoming too reliant on support. This technique also provided a good opportunity to assess how much the pupils understood from earlier teaching.
92. The overall quality of teaching is satisfactory with examples of very good and unsatisfactory teaching in both the infants and the juniors. Teachers establish very positive relationships with the pupils, manage lessons well and ensure that resources are readily available. As a result, the pupils work hard and they co-operate well with each other. Little time is wasted. Throughout the school teachers are now teaching the pupils methods that fit well with the National Numeracy Strategy.
93. Where teaching is at its best, as was the case in a very good lesson in a Year 1/2 class and a very good lesson in Year 6, the teacher questions the pupils effectively. For example, in the Year 6 lesson the teacher targeted individual pupils with questions which kept them on their toes and asked the pupils to explain how they got their answers. This helped them to explain their thinking which the teacher made good use of to help others who were less clear. It also enabled the teacher to assess the pupils' knowledge and understanding. In a good Year 1/2 the teacher asked probing questions which similarly tested the pupils' understanding.
94. In some classes there is little difference in the work set for the average and more able pupils and this results in the most able not making the progress of which they are capable. Some teachers rely too heavily on the use of mundane worksheets which do not challenge the most able pupils. The pupils are provided with too few opportunities to carry out problem solving and investigative activities. Where teachers do set problems they tend to be very similar in nature and are often made easier or harder by making the numbers pupils work with bigger or smaller rather than making the problem itself more complicated. This in particular slows the progress of the more able pupils.
95. The school is making increasingly good use of assessment to highlight the pupils who need extra help. Throughout the juniors pupils who need it receive extra help. This is well targeted and is helping the pupils who are at risk of not reaching national expectations improve. The pupils benefit from being in smaller groups, so that all are able to answer questions and the teacher is able to give them the individual help they need. End of year tests are also used to set targets for improvement throughout the school. However, the pupils need to be made more aware of what it is they are to learn next and how they might improve.
96. Mathematics is led and managed by a relatively new co-ordinator and another member of staff who helps the co-ordinator. The appointment of this team is now beginning to positively affect standards and leadership and management of the subject is now good. The lead co-ordinator

does not have a class and in the course of a week visits most classes in the school. This gives her a good picture of the quality of teaching. She adds to this by observing teaching and learning. These observations are used to help teachers to identify what they need to change. This information has been well used to target training for the whole school but as yet there has been no follow up visits to check that the right changes have been made in teaching and whether any changes which have been made have been effective. The co-ordinator has been able to examine the results of tests to highlight gaps in the current curriculum. This provides useful guidance for teachers to use when planning future work. The school makes good use of grants to provide 'Booster Classes' and 'Springboard' activities to improve the pupils' learning in mathematics. Much has been achieved within a short space of time and the school is well placed to further improve.

SCIENCE

97. At the time of the last inspection, the pupils' attainment was broadly in line with national expectations at the end of Year 2 and Year 6. Inspection evidence shows that attainment is still broadly average at the end of the infants but is below average at the end of the juniors. However, whilst there is room for improvement throughout the school, the low standards is due to the increasing number of pupils in the school's Enhanced Resource Facility. These pupils generally achieve well and make good progress due to the good quality of support they receive. The more able pupils do not always make the progress of which they are capable due to the work they are given being insufficiently challenging. The school has recognised this as an area for development. Overall, the pupils make satisfactory progress throughout the school.
98. By the end of Year 2 the pupils have developed a satisfactory understanding of how to carry out scientific investigations. For example, they learn that when planting cress seeds in cotton wool, water and light are required for optimum growth. Throughout Year 2, the pupils develop an increasing knowledge of materials and describe which are hard/soft, rough/smooth and which are man-made and which are natural. They are beginning to identify the uses to which some materials are most suited. The more able pupils have a good grasp of scientific vocabulary, using words such as translucent and opaque correctly. Most pupils are able to identify the different parts of a tree, correctly labelling roots, leaves and branches. They know that animals occupy particular habitats and where they are likely to find worms and woodlice. There are some good links with mathematics, for example, the pupils constructed graphs using data collected about different sounds. Whilst the progress is satisfactory overall, the pupils could do better if presented with more challenging work, particularly in the lower infants.
99. By the end of Year 6, the pupils' attainment is below national expectations although most pupils make satisfactory progress and a significant minority, particularly the less able, make good progress. Fewer pupils than might be expected attain at the higher level. They make satisfactory progress in their scientific enquiry because the teachers ensure that the pupils are provided with an appropriate range of opportunities to undertake this aspect of the subject although it is better in Years 5 and 6. The pupils demonstrate a secure knowledge of electrical circuits and how they may be interrupted using switches. Most of the pupils have a secure understanding of solids, liquids and gases and the more able use appropriate vocabulary such as evaporation and condensation, to indicate how some change states. They know which changes are reversible and which are not. For their age, the pupils demonstrate appropriate knowledge of life processes and living things. They name accurately the major organs of the human body and, through work in physical education, understand the effect exercise has on the heart. Some pupils demonstrate an

understanding of the effects caused by the movement of the Earth although many have difficulty explaining this aspect.

100. There is good coverage of all aspects of the science curriculum although it is better in Years 5 and 6 where there is more depth to the subject. The quality of teaching is generally satisfactory and it is frequently good in Years 2, 5 and 6. Most teachers have a secure subject knowledge and plan work effectively. In the younger infant classes, the teachers have not yet come to terms with new class arrangements and they find difficulty planning work for pupils of different abilities within mixed age classes. This results in some of the pupils not being presented with work that is sufficiently challenging. For example, in a Reception and Year 1 class, the teacher's planning identified different activities for the various ability groups but there was too little challenge for the average and more able pupils. The teacher's planning and the analysis of work indicates that the subject is taught regularly and systematically. The teachers' marking of work is satisfactory overall with some good examples indicating how the pupils might improve their work. In the best lessons the teachers question the pupils very effectively and reveal a strong rapport with the pupils. For example, in a very good Year 2 lesson, the teacher used a 'Big Book' to introduce a session on magnetism and questioned the pupils well, making references to previous sessions to determine what they recalled. The teacher's strong relationship with the pupils enabled them to respond to the questions confidently and all pupils were encouraged to contribute. The teachers' management of the pupils is good throughout the school. In a good Year 5/6 lesson on electricity the positive relationship between the teacher and the pupils and her very good management skills ensured behaviour was good and that all pupils made an effective contribution to the lesson. Some teachers rely too heavily on mundane worksheets. Whilst most pupils are covering all the required elements of the curriculum, they are not given sufficient opportunities to develop their literacy skills. The over use of worksheets only limits the quality and quantity of the pupils' written responses. The school has identified the need to develop the pupils' writing skills and there are missed opportunities in many lessons, particularly for the more able pupils.
101. The co-ordinators manage the subject well. There is an appropriate scheme of work in place although recent changes to the organisation require the co-ordinators to look at the curriculum coverage to ensure that the work builds on what has been previously taught. Assessment procedures are satisfactory and the results of National Curriculum tests are scrutinised to identify areas of weakness. The school has begun to use a range of strategies for developing assessment strategies further, including using the Internet to enable the pupils to 'self-test'. There is a satisfactory range of resources, enabling all aspects of science to be taught effectively. Classroom assistants and learning support assistants are used effectively to support the less able pupils.

ART AND DESIGN

102. The pupils' attainment by the end of Year 2 and Year 6 is higher than expected. The pupils with special educational needs, including those who benefit from the Enhanced Resource Facility, show much aptitude with all aspects of the art curriculum. At the time of the inspection, most of the lesson focus was art. Scrutiny of the school portfolios and planning showed that all aspects of the art and design curriculum are covered over a two-year cycle.
103. In the infant and juniors classes the pupils make good progress in their knowledge, skills and techniques. They are given many opportunities to draw what they see using a variety of media. They are encouraged to experiment with colour and texture, work with pastels and discover the style of famous artists. The pupils in the juniors show understanding of the different techniques used to create a particular effect: for example, when designing portraits in the style of Picasso or

posters after studying the works of Toulouse Lautrec. Their colour mixing ability is enhanced as they smudge coloured chalk, combine vibrant coloured paint and swirl with metallic liquids to recreate the styles of Turner, Dali and Klimt. Their high quality observational skills are shown when the pupils in Years 5 and 6 draw fruit in order to create a still life using similar technique to Cezanne. These skills are also evident when Indian art is explored. A beautiful needlecraft collage and a collection of Punjabi designs painted in blue and white, depict aspects of Indian culture. The pupils enjoy the experience of exploring different styles of art and are able to refer to picture evidence when describing their experiences. Because some pupils with special educational needs have difficulty in expressing themselves orally, they show their feelings and ideas through drawing, painting, or creating a collage.

104. The younger infant pupils have a good understanding of techniques, such as colour washing and collage to create particular effects for pictures of traditional stories, underwater or a rain forest. They learn how to block and sponge print, comparing these techniques with those used by Matisse. They too are encouraged to experiment with colour and texture when studying a range of styles of famous artists and have acquired sophisticated skills in mixing and using colours. They use their knowledge to match and blend colours to create suitable backgrounds for their work when painting their Van Gogh sunflowers, or Monet's 'Water Lilly Pond'. The pupils in Year 2 demonstrate their skills in shape and form when they use the digital camera to photograph their friends. Inspired by Warhol's 'Marilyn' they use the computer to print their portraits. The pupils then use selected felt tips to colour the faces.
105. The quality of teaching is never less than good, and is sometimes very good. The co-ordinator has a clear vision for the place art has within an integrated curriculum and appreciates the importance of helping the pupils to develop skills as well as knowledge. Lessons are very well planned, showing a purposeful link with other curriculum areas. The pupils are encouraged to express themselves creatively in whatever they do. The brisk pace of lessons, the teachers' choice of topics and very good use of questions are strengths of the teaching throughout the school. This enables the teachers to challenge the pupils to develop their own style and interpretation in response to each other's work as well as the work of famous artists. The teachers have high expectations of their pupils' abilities and this encourages the production of best quality work. The pupils' enthusiasm is obvious as they collaborate, discuss ideas and work imaginatively to finish a task, or design plans. The sensitivity and quality of the displays in school are a fitting tribute to the pupils' efforts and shows the high standard of work to best advantage.

DESIGN AND TECHNOLOGY

106. At the end of both Year 2 and 6 the pupils' attainment is below national expectations and **is** below what was seen at the time of the previous inspection. In the infants this is due to the lack of challenging activities and in the juniors it is due to insufficient time being devoted to the subject.
107. No direct teaching of design and technology was seen in the infants during the inspection. Discussion with the pupils and an analysis of the pupils' work show that the pupils need more opportunities to plan and design for themselves. The teachers tend to do too much for the pupils, so that the thought the pupils put into making things is largely limited to how best to decorate it. For example, in accordance with the scheme of work the pupils studied puppets last term. They made finger puppets and puppets with limbs joined by split pins. For both of these the teacher gave the pupils templates to make their models from so that the pupils learnt little about how puppets are made to work. In some instances the teacher made the hole for the pupils to put their split pins through. This holds back the pupils' ability to use tools for themselves. The range

of tools and materials the pupils use is also restricted. By and large the development of the pupils' skills focused on cutting to exclusion of other skills.

108. There are examples of good teaching in the juniors. For example, in a class of Year 3/4 pupils, the teacher successfully demonstrated how to use pneumatics to make parts of a model move. He provided a good range of resources to help the pupils have a go for themselves and set them a problem to solve in which they had to use the mechanism to make part of a monster move. The pupils set about the task with a will and in a short space of time many had successfully made a prototype which they could develop in future lessons. This imaginative and lively teaching gave the pupils a chance to learn through persistence, to work out how to overcome problems for themselves and to think for themselves about how well they had completed the task. This 'hands on' activity provided valuable opportunities for the pupils who may find other aspects of school more difficult to shine in. However, there are again too few opportunities for the pupils to carry out these planning and design activities and many finished models are the same.
109. In the juniors design and technology is currently taught alternatively with art. This balance does not serve the needs of design and technology well enough. In some classes the pupils have done little design and technology. As a result of this limited experience they have not used a wide enough range of tools, learnt enough about how mechanisms make things work, solved problems when making models or studied the importance of achieving a good finish. Some of the pupils are unclear about the difference between art and design and technology. Future arrangements will ensure that the subject is taught in concentrated blocks.
110. The co-ordinator has extended the range of resources available for the pupils to use and introduced a scheme of work which aims to help the pupils build sequentially on their previous learning. The teachers therefore have the resources and the guidance they need to teach. The co-ordinator, however has not kept a close enough eye on standards and on the range and quality of the pupils' learning experiences. This has led to inconsistent practice and standards that are below what the pupils are capable of achieving.

GEOGRAPHY and HISTORY

111. Standards in geography and history by the end of Year 2 and Year 6 are in line with those expected nationally and overall and the pupils make satisfactory progress. The pupils with special educational needs make good progress in relation to their prior learning and achieve well over time owing to the good support they receive. Although the school is using a topic based approach to teaching the subjects, the national schemes of work are used suitably to ensure appropriate coverage for each subject.
112. In the infant classes, the pupils are developing an appropriate understanding of their own immediate locality and their observation skills are developing well. The Year 1 pupils are able to recognise the streets around the school and to locate features such as the hairdresser's shop and the local church. They can plot routes to school. Year 2 are considering ways in which the school grounds could be improved and are showing a good awareness of issues, such as how to improve the environment to attract more wild life and make the surroundings more attractive for break times. They are developing their mapping skills soundly and can make simple picture maps and use symbols to represent buildings, such as shops. They are applying their numeracy skills satisfactorily when using two co-ordinates to locate places on the pirate's map and to create a bar chart to show the types of houses they live in. In history, the pupils in Year 2 know about significant figure such as Guy Fawkes and are developing a sound understanding of chronology. They use and understand the common words that describe the passing of time and can describe

how everyday objects have changed or are similar. They use pictures, artefacts and information books satisfactorily to practise and develop their historical skills.

113. In the junior classes, in geography, the pupils are developing a sound understanding of the impact of humans on the environment through land usage. They consider the recent flooding of houses, the reasons behind it, discuss what a flood plain is and carry out experiments to discover the types of soil that drain best. In their study of rivers they use the internet successfully to find out about the River Severn and show a suitable understanding of terms such as source, mouth and delta. The pupils have developed sound mapping skills and use keys to find features and places. Through work on India they understand the impact of climate on the environment and the contrast between the industrialised cities and the rural communities and how this affects everyday life. In history, by the age of eleven, the pupils have a satisfactory knowledge and recall of topics such as, the Tudors, Ancient Egypt and the Greeks. In a Year 3/4 class the pupils were discussing what an archaeologist did and proceeded with great enthusiasm and controlled excitement to 'unearth' some pottery hidden in trays in pairs. They pieced the bits of pottery together carefully and then made appropriate deductions about what the figures might tell you about life in Ancient Greece.
114. In both subjects the progress of the most able pupils could be better in the juniors. The tasks set are often not challenging enough to meet their needs. For example, there is a lack of planned activities for the pupils to show their initiative and develop their understanding and thinking, and to practise their literacy skills through extended pieces of writing.
115. The quality of teaching is satisfactory overall. Teachers have a sound understanding of the subjects and lessons are suitably planned. Visits to places of interest to enhance the work are a regular part of their planning. Good classroom management is a feature of most lessons and there are established routines that the pupils understand and respond to positively. The learning support assistants are deployed well and work hard to ensure that pupils with special educational needs are able to benefit fully from the lessons and take a full part. Good behaviour is insisted upon and obtained using a calm, positive manner. In the better geography lessons there is a strong insistence on the use of appropriate language and the teachers use questioning well to check the pupils' understanding. In the better history lessons there is a more effective use of the variety of resources which the pupils are encouraged to use as evidence to make their own deductions from.
116. Across the school, in both subjects, the teaching has a number of areas for development. Although the work is marked regularly the teachers' comments are usually of a general nature and do not focus on the historical or geographical content of the work and what the pupils need to do to improve. There is an over-reliance in too many lessons on work sheets that lack sufficient challenge for the different ability groups, demanding a minimal response. No regular assessments are made that record the pupils' achievements and there is little evidence of assessment being used to systematically inform planning or identify the most able pupils.
117. The subject managers are conscientious but are mainly responsible for overseeing the schemes of work, ensuring they are resourced appropriately and supporting colleagues on an advisory basis.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. The pupils' attainment is broadly in line with national expectations at the end of Year 2 and Year 6 and the school has made a steady improvement since the previous inspection when attainment in the subject was judged to be satisfactory. The teachers are beginning to make effective use of

the dedicated computer suite although the pupils need more regular opportunities to use the facility to improve their skills further. The teachers also need to identify opportunities in their planning when computers can be used to enhance learning in other subjects. This is happening in some classes and this good practice needs to be extended throughout the school.

119. By the age of seven, most of the pupils use a word-processing program satisfactorily to create simple stories or to record information from their work in the classroom. The majority can save and print work by using the command menus on the computer screen. By accessing drawing and painting programs they are able to produce simple artwork as well as repeating and non-repeating patterns. The pupils have a basic understanding of how computers are used in the wider world and they have a satisfactory knowledge of computer terminology and vocabulary. They show a sound awareness of how computers can be used to present information different ways.
120. The pupils in Years 3 to 6 continue to make satisfactory progress as they make more use of the computers. They develop secure word processing skills and are provided with appropriate opportunities to practice these skills, for example when they write an account of the 'India Day' that took place in school. The pupils are competent in deleting and inserting text, cutting and pasting, and know how to use a spelling checker and use these skills when producing the 'Ashgate times', a school newspaper, containing jokes, quizzes and articles. There are some good links with other areas of the curriculum, for example when the pupils write an account of village life in Chembakolli as part of their comparative geography work. The older pupils use computers to control events and develop satisfactory skills but the younger junior pupils need more opportunities to use information and communication technology models and simulations to find things out. As the pupils become more confident and competent in using the Internet they are beginning to make effective use of search engines to locate information for research projects in history and geography. The pupils are at an early stage in their understanding of spreadsheets. They have a satisfactory level of understanding of how computers are used in society at large and an increasing awareness of the full potential of the Internet and electronic mail.
121. Satisfactory use is made of the computers during lessons in the computer suite. However, the school recognises the need for teachers to identify opportunities when computers can be used effectively to enhance learning in other subjects. The quality of teaching and learning in both the infants and juniors is satisfactory overall. In the infants in particular, the pupils need more opportunities to practise their skills as occasionally lessons are too theoretical with teachers spending too long telling the pupils what to do rather than providing them with practical opportunities. This is partly due to the fact that there is limited information and communication technology software within classrooms but now the computer suite is available this should be less of an issue. Most teachers have good subject knowledge and all have undergone initial training enabling them to teach the subject confidently. The pupils with special educational needs frequently make good progress in their acquisition of information and communication technology skills due to the good support provided by knowledgeable learning assistants and support teachers. Groups of these pupils frequently use the information and communication technology suite to develop their literacy and numeracy skills and, like the rest of their classmates, they enjoy using computers. They behave well and help one another where appropriate. Assessment procedures are being developed and the co-ordinators recognize the need to record gains in the knowledge and understanding and skills development made by all its pupils.
122. The school has a good number of computers and the range of computer software is adequate. There have been teething problems with the newly installed computers and this creates frustration amongst the staff. The lack of adequate technology support places unnecessary demands on the

headteacher's time when he is called upon to resolve problems. Although the school is buying in temporary support, it is important that a more appropriate and cost effective solution is found.

MUSIC

123. Standards by the time the pupils are seven and when they leave the school are above those expected nationally and, overall, the pupils make good progress. This is a better picture than that found at the last inspection when attainment in music was judged to be average by the end of Year 2 and Year 6. The school employs a specialist music teacher and her expertise has ensured that standards have risen. At the time of the last inspection there were no opportunities for the pupils to learn instruments on an individual basis. The school has responded to this by offering recorder and violin lessons to the older pupils.
124. All of the pupils have good access to a range of high quality musical activities because the provision of opportunities for teaching and learning in music is very good and the school uses the national guidelines to plan what should be taught. The specialist music teacher makes sure that the pupils build on what they have previously learned and that the activities are relevant to the pupils' ages and interest. Music is used effectively in the behaviour management programmes of some of the pupils with special educational needs. Each teacher provides a regular in-class music session for their class; these complement the lessons led by the specialist teacher, and give further opportunities for the pupils to practise their skills and to enjoy making music as class groups.
125. Music makes a very good contribution to the spiritual, moral, social and cultural education of the pupils. All of the pupils take part in regular performances for parents and friends of the school and this is a strength of the school's provision for music. Often the work is linked to other areas of the curriculum, for example in Years 3 and 4 the pupils are studying the Greeks in history, and are rehearsing their production of *'Eureka'* to present to parents and friends of the school. In addition there are a good number of teachers and other adults with musical talents in the school; they use these generously to enhance the musical curriculum. A teaching assistant competently runs the lunchtime recorder club enabling the pupils to reach a good standard of technique and performance. The pupils enjoy contributing to school assemblies and concerts. A visiting violin teacher gives lessons to a number of pupils. The school intends to extend these opportunities for pupils to learn to play instruments by introducing woodwind lessons in the near future. The choir is open to all, and meets on a weekly basis during the lunchtime. It achieves a good standard of singing and the sessions are much enjoyed by the pupils and the adults who participate. The pupils with particular talents are encouraged to make the most of them, for example, during the inspection a pupil was auditioning for the Cathedral Choir and was being helped by the headteacher to prepare his audition items.
126. A high standard of singing is achieved throughout the school. The pupils enjoy singing, they sing tunefully and with expression. In the infants, the pupils learn songs accurately and quickly, they understand how to sing in parts and successfully accomplish this. They can identify and reproduce the beat and rhythm in a piece of music and can accompany a song using a range of untuned percussion instruments. They respond well to opportunities to recognise patterns in music and as they move through the school the pupils gain experience of singing in parts a good range of songs and hymns. The pupils are eager to become involved in the singing and instrumental activities. The pupils' response to music is very good. They handle instruments well and treat them with care and respect. Throughout school, all of the pupils learn to play a range of untuned and tuned percussion instruments. The older pupils learn to use the pentatonic scale to compose improvisations to echo the melody played by a saxophone. They understand how a

musical composition can be represented by symbols and how it can be played again once the notation is recorded. The pupils have opportunities to listen to a good range of styles and traditions of music. Several of the teachers play the piano and the pupils enjoy listening to this live music. In addition, each teacher takes it in turns to select the music for the beginning and end of assemblies and this means that the pupils experience an exciting and interesting range of music from that of Elton John and Enya to Fauré's Requiem. The older pupils are able to express their likes and dislikes of the music they listen to and to explain some of the reasons for them.

127. The lessons seen during the inspection were of a very good quality. The specialist music teacher teaches the basic skills of music systematically and encourages the pupils to gain in musical confidence and knowledge. The objectives of the lessons are clearly explained and the pupils participate fully in the learning opportunities. The teaching is supported by clear guidelines of what is to be taught together with a good range of resources. These features enable the pupils to make very good progress.
128. The subject managers are enthusiastically promoting the pupils' musical learning throughout the school. For example, the school identified the need to increase some teachers' confidence in teaching music and this has been well addressed by the introduction of a commercial scheme for the in-class sessions to support the teaching and learning. In order to enhance further the musical provision for the pupils, the school could usefully consider extending the range of instrumental lessons available. At present little use is made of information, communication, and technology skills to support learning in music. A further area for development is to extend the opportunities for the pupils to listen to a range of live musical performances. A good start has been made in using the national guidelines to assess how well the pupils are progressing.

PHYSICAL EDUCATION

129. During the inspection it was possible to see only a small number of games, gymnastic and dance lessons but evidence shows that all aspects of the National Curriculum are comprehensively covered and that satisfactory progress has been made since the previous inspection. By the age of seven and eleven standards are in line with national expectations and the pupils make satisfactory progress throughout the school, maintaining the standards achieved at the previous inspection.
130. By the end of Year 2 most of the pupils show satisfactory levels of co-ordination as they move round safely, stopping and changing direction when instructed by the teacher. They understand the importance of warming up and have a satisfactory bank of warm-up routines including walking, jogging and jumping. They perform dance movements well. For example, in a Year 1/2 lesson, the pupils imitated the movements of the 'Three Little Pigs' as they repeated a range of actions associated with building houses. They demonstrated an improved level of co-ordination and an increasing awareness of how to make the movement expressive.
131. The junior pupils have satisfactory gymnastic and ball skills. They pass a ball accurately to their classmates and control it satisfactorily when receiving a pass. They put together a number of movements, balancing on different parts of the body and stretching and curling to make the sequence more interesting. However, in some lessons, the size of the hall limits the number of pupils that can take part and this restricts their progress. Records indicate that by the time they leave school most of the pupils are able to swim 25 metres.
132. Overall, teaching is satisfactory. The teachers plan their lessons well and have clear learning objectives and appropriate expectations of what the pupils can do. They manage lessons well and

a high standard of behaviour is maintained. Good use is made of the pupils' performance to demonstrate and develop teaching and learning points. There is a lack of pace occasionally and this results in some lessons lacking excitement and interest, diminishing the progress made by the pupils.

133. There is a satisfactory range of extra-curricular activities including football, cross-country and netball and the school seeks the help of outside agencies to enhance the skills of teachers. For example, a representative of 'Sport England' supervises football coaching for Year 5 and 6 pupils. Dance activities are effectively linked with the school's provision for cultural development, with Indian dance being a strong feature. The school participates in athletic events at nearby schools and the importance of regular exercise is promoted during the school's 'Go for Health day'.
134. The co-ordinator has introduced a structured curriculum based on national guidelines. This provides good support for teachers and incorporates many ideas for effective delivery of the curriculum. Most of the staff have undergone additional training to improve their confidence in teaching physical education and as part of a local secondary school gaining Sports College status, all staff and pupils have completed a questionnaire to determine their future needs. The school has a large grassed area and the hard play area is adequate. The school is fortunate in have three halls, although they are rather small, particularly for the older pupils. Assessment is at an early stage of development and the co-ordinator is determining how the progress made by the pupils' might be recorded without overburdening the staff.

RELIGIOUS EDUCATION

135. Standards have been maintained since the previous inspection and continue to match those expected by the end of Year 2 and Year 6. The quality of teaching is satisfactory and so the pupils learn at a steady rate. Teaching is better balanced in the juniors with teaching in Years 5 and 6 in particular, providing some good opportunities for the pupils to think deeply. Leadership and management of religious education are satisfactory.
136. In the infants the pupils develop an appropriate knowledge of Christianity and other faiths. Their understanding of the meaning behind events is less well developed. This is because teachers are more confident in helping the pupils gain knowledge than in exploring meaning.
137. Throughout the school the pupils have a reasonable knowledge of other faiths. The study of different faiths is well planned, covering a range of faiths and is enhanced by a good range of visits to other places of worship. In the infants the pupils visit the Cathedral whilst in the juniors they visit a Sikh temple and a Hindu temple. Such visits help the pupils develop knowledge and respect of other faiths although the pupils are not able to make links between faiths and see them as being very different.
138. Throughout the school religious education makes a good contribution to the pupils' moral, social and cultural development. In the infants for example, the pupils are encouraged to think about why it is important to look after our world. Whilst in the juniors the pupils used the story of the Good Samaritan to identify 'Samaritans' in their lives. There are too few opportunities for spiritual development in the infants whilst in the juniors religious education makes a good contribution to the pupils' spiritual development.
139. Teachers throughout the school manage the pupils well, creating good conditions for learning. Sound planning helps identify what the pupils are to learn and so lessons have a sense of purpose.

Teaching in the juniors, and especially in Years 5 and 6, exploits this by concentrating on both the development of knowledge of religion and using lessons to help the pupils think for themselves. For example, in a very good lesson at Year 6 the teacher taught the pupils about the symbolism of bread at the Last Supper and used the occasion to encourage the pupils to think at a more personal level. He skilfully created a calm and reflective atmosphere in which the pupils sat in contemplative silence and, taking a piece of bread, thought about someone special in their lives. The pupils in Year 5 and 6 are also encouraged to talk to God. In one lesson they ‘interviewed’ him asking him questions which they felt were important. These questions were mature and perceptive. For example one pupil asked, ‘Why is everyone in the world different?’ Such occasions provide good opportunities for the pupils to better understand themselves the world in which they live.

140. The co-ordinator has maintained the subject satisfactorily. The approach to teaching in classes with which the co-ordinator works most closely, achieves her aim of using the study of religious education to enhance the pupils’ personal development. The monitoring of teaching and learning in other classes however is underdeveloped.