

# INSPECTION REPORT

## **HOMEFIELDS PRIMARY SCHOOL**

Chellaston, Derby

LEA area: City of Derby

Unique reference number: 133258

Headteacher: Julie King

Reporting inspector: Kay Charlton  
1718

Dates of inspection: 20 - 24 January 2003

Inspection number: 249022

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Parkway Chellaston Derbyshire
Postcode:	DE73 1NY
Telephone number:	01332 691 351
Fax number:	01332 691 351
Appropriate authority:	The governing body
Name of chair of governors:	Phil Moulden
Date of previous inspection:	No previous inspection

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1718	Kay Charlton	Registered inspector	English as an additional language English Information and communication technology Physical education	What sort of school is it? How high are standards? a) The school's results and achievements How well pupils are taught? How well is the school led and managed? What should the school do to improve further?
13762	Norman Shelley	Lay inspector	Educational inclusion	How well does the school care for its pupils? How well does the school work in partnership with parents?
1516	Michael Warman	Team inspector	Foundation stage Art and design Geography History Mathematics	How good are the curricular and other opportunities offered to pupils?
20142	Malcolm Childs	Team inspector	Special educational needs Design and technology Music Religious education Science	How high are standards? b) Pupils' attitudes, values and personal development

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Homefields Primary School is situated in Chellaston on the outskirts of Derby. It first opened in September 2001. It was built to serve an owner-occupied housing estate that is not yet complete and so presently takes pupils from outside the immediate area. Overall, there is a wide social mix and the percentage of pupils eligible for free school meals is broadly average (18.7%). The percentage of pupils identified as having special educational needs, including Statements of Special Educational Needs, is average (21%). Very few pupils have a language other than English as their mother tongue and most of these are fairly fluent in English. The school is built to cater for seven classes and a Nursery. When it first opened there were only 75 pupils on roll. The numbers have increased rapidly in a short period of time and at present there are 163 pupils in main school and 43 part-time children in the Nursery. Many pupils have joined the school during the year. They come from 45 other schools with many having just moved into the area. During most of the 2001-2 academic year there were only three classes catering for different age groups from Reception to Year 6. There was also a Nursery. Currently there are five classes as well as the Nursery and Reception class. There is a class for each year group up to Year 3. Class 4 caters for Years 4 and 5. Class 5 caters for Years 5 and 6. There are significant variations in the attainment of pupils on entry but taken overall it is average. At the time of the inspection, the only cohorts that had been taught exclusively at Homefields School were those children in the Nursery and Reception class.

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

In the four terms that Homefields School has been open it has made a particularly good start to its development. Teaching and learning are satisfactory overall with many good features. As a result most pupils attain the expected standards and a number attain above this. The headteacher provides strong leadership and along with staff and governors has a clear commitment to future improvement. Overall, at this stage the school provides satisfactory value for money.

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

- Teaching and learning in mathematics are good and pupils achieve well.
- Throughout all year groups there is a strong commitment to the teaching of reading and consequently pupils make good progress.
- It is a very caring school with particularly good provision to encourage pupils' personal development. Relationships are very good and pupils behave very well.
- The headteacher provides a very clear vision and there is good teamwork ensuring that the school continues to improve.
- The provision for children in the early years is good and, as a result, the children in the Nursery and Reception class make a good start to their education.

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

- Pupils' achievements in information and communication technology (ICT).
- Pupils' achievements in writing.
- Assessment procedures in the foundation subjects of the curriculum.
- The ways in which subject co-ordinators and also governors check the effectiveness of the provision.

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

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

This is the first inspection of this new school.

## 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	NA	NA	C	D
Mathematics	NA	NA	C	C
Science	NA	NA	D	D

**Key**

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

*At the time the National Curriculum tests were taken in 2002 there was only a small number of pupils in the Year 6 cohort and, as a result, each pupil represents 8% of the cohort. Therefore care needs to be taken in interpreting these results.*

Both the 2002 results and the inspection findings show that pupils attain higher standards in mathematics than in other subjects. The current Year 6 pupils are making good progress in mathematics and standards are above average. At present, standards in English are average overall for Year 6 but with improvements evident in reading. Pupils are now making good progress in reading and attaining better standards than those usually seen. However, in writing they can still achieve more. Standards in science are average for the current Year 6. This is an improvement on the standards seen in 2002 and due in the main to the extra focus that the school is giving to improve pupils' skills in investigative science. The school has clear plans to ensure further development in science. The school has met or exceeded its targets, although these have constantly had to be reviewed in the light of the increased number of pupils on roll.

The inspection findings show that, in Year 2, there is a similar pattern of attainment and progress to that seen in Year 6. In mathematics, pupils make good progress and achieve well so that for the current Year 2 standards are above average. In reading, pupils also attain above average standards and achieve well. However, in writing they are capable of achieving better outcomes. In science pupils make satisfactory progress and attain average standards.

In all other subjects, except ICT, pupils attain the standards expected for their age and throughout Years 1 to 6 achieve satisfactorily. In ICT standards are average by Year 2 but below average by Year 6. In this subject, pupils are not making sufficient progress.

In the Nursery and Reception almost all children attain the expected standards and many attain above this in all six areas of learning. Children make good progress in these classes.

Throughout the school, pupils with special educational needs and those who speak English as an additional language receive a good level of support and achieve the targets set out in their Individual Education Plans.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are proud of their school. They concentrate well in lessons.
Behaviour, in and out of classrooms	Very good. There is a calm working atmosphere and pupils take a very good level of responsibility for the management of their own behaviour.

Personal development and relationships	Very good. The school is a growing community where everyone is made to feel welcome. Relationships are very good.
Attendance	Above average.

## TEACHING AND LEARNING

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

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

Teaching and learning are satisfactory overall, the teaching seen was at least satisfactory and much of it was good. There are many good and some very good features in the teaching of mathematics.

The teaching in the Nursery and Reception classes is good. Staff have good understanding of the needs of young children and they have built up a good knowledge of each child. They create an interesting learning environment where children are keen to explore and where they develop confidence and independence very well.

In all classes, staff are secure in their subject knowledge. They plan conscientiously and many of the activities match the pupils' needs well. In numeracy, where staff are particularly well qualified, staff use a wide range of teaching and learning strategies and lessons are well timed. Pupils benefit from these brisk lessons and they make clear gains in learning, particularly in classes 3 and 5 where there is very good teaching of mathematics. In literacy, lessons often start off well with a good input from the teacher, particularly in teaching different strategies to improve pupils' skills in reading. However, when the pupils undertake independent work staff do not always make the purpose of the task clear enough or how the particular skills the pupils are learning can be applied more generally when writing. Also, there are times when different groups of pupils are uncertain about the amount and quality of work expected, how long they have to complete the tasks or if the work relates to their own individual target. On these occasions, pupils could be challenged more.

The teaching of reading is good. The school places high priority on reading and there is a systematic approach throughout. As well as in the literacy lessons there are many other planned occasions where pupils develop their skills in reading. There is a programme of individualised reading that effectively supports pupils' learning. Various 'extras' are also used to enhance the reading programme; a good example is the Family Learning programme in Year 2.

Teachers are generally confident in teaching ICT but there is a lack of resources and this adversely affects teaching and learning in this subject. This is a key priority within the school improvement plan.

Pupils with special educational needs and those who speak English as an additional language are well supported by the school and in the main meet their individual targets. More able pupils also achieve in line with their abilities.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. It is thoroughly planned but has had to change constantly to respond to the expansion in numbers and the wide range of pupils' previous experiences. A good range of out-of-school activities is provided to enhance the provision.
Provision for pupils with special educational needs	Good. The procedures are well organised and a good level of support helps these pupils to meet their individual targets.
Provision for pupils with English as an additional language	All pupils are reasonably fluent in English. Those who are less sure are well supported by their teachers so that they make progress in line with others in the class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' moral development is very good and that for their spiritual, social and cultural development is good. There is a strong emphasis on pupils learning what is right and wrong. They learn to respect others' feelings and beliefs.
How well the school cares for its pupils	All staff care for pupils very well. Assessment procedures are good in English, mathematics and science but not well established in the foundation subjects.

The good links with parents ensure effective support for pupils' learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong leadership and she is ably supported by the deputy headteacher. Along with others they have worked very hard to establish planning, systems and structures that provide a firm foundation from which the school can move forward.
How well the governors fulfil their responsibilities	Good. The well-organised governing body has played a vital part in helping to create this new school. All required policies are in place and governors play an active role in the life of the school.
The school's evaluation of its performance	Satisfactory. The headteacher undertakes systematic monitoring. Monitoring by co-ordinators and governors is less well established.
The strategic use of resources	Good. There is clear financial planning linked to priorities.

The school is well staffed with teachers and support staff. The accommodation is very good. Resources are good overall, although there are not sufficient computers. The school is committed to the principles of best value and is suitably applying these in making decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like school.</li><li>• Behaviour is good and children become responsible.</li><li>• The quality of teaching.</li><li>• They feel comfortable approaching the school.</li><li>• Children are expected to work hard.</li><li>• The leadership and management.</li></ul>	<ul style="list-style-type: none"><li>• The amount of homework.</li><li>• The information about their child's progress.</li><li>• The progress children make.</li></ul>

The inspection team agrees with the parents' positive views of the school. Homework is set in line with national recommendations. The school is undertaking a review of the procedures in summer 2003 to respond to concerns raised by parents. The school provides very good information about pupils' progress. Pupils make at least satisfactory progress overall and many make good progress in subjects such as mathematics.

## **PART B: COMMENTARY**

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

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

1. On entry to the school, children's attainment is wide ranging but overall it is average. In the Nursery and Reception classes children settle well and make good progress. Almost all are on course to attain the nationally expected standards in all six areas of learning identified in the Early Learning Goals by the time they start Year 1. Many children are set to attain above this, particularly in the area of personal, social and emotional development.
2. There is only one set of National Curriculum results available for the school, that is the 2002 results. Consequently, patterns and trends over time cannot be identified. In June 2002, the Year 2 and 6 cohorts consisted of small numbers of pupils and there was significant variation in the attainment on entry for each of these year groups. Nevertheless, a noticeable feature in both the Year 2 and Year 6 results was that pupils attained higher standards in mathematics than in other subjects. In English, reading was better in both year groups than writing. Generally, science was the least good subject.
3. The inspection findings also show that, in mathematics, pupils of different abilities and backgrounds are doing well. They make good progress and standards are above average for the present Years 2 and 6. The school places high priority on the development of pupils' skills in numeracy throughout the school and, by Year 2, pupils use mental recall well in problem solving and they show good appreciation of estimation, for example when working in kilogrammes. They recognise number patterns and produce their own. They acquire a good base of skills in using shape, measure and data handling. They develop good understanding in solving problems with larger numbers, for example when working with money. In Years 3 and 4, pupils' work shows continued development of their skills in using the four rules of number, with good work on decimals and fractions and in using symbols to indicate 'more than' and 'less than'. Pupils in Years 5 and 6 say that they enjoy mathematics and this is evident in the way they approach their work. When describing different ways of solving problems pupils are keen to debate the effectiveness of different strategies. Almost all pupils show good understanding of adding, subtracting, multiplying and dividing, both in their head and on paper. They use calculators effectively to multiply large numbers and check their answers. More able pupils are challenged well. The good links with the local high school have assisted in this.
4. The inspection outcomes show that standards in English are average for the current Years 2 and Year 6, with pupils making satisfactory progress overall. There has been an improvement in reading since 2002, with the school's systematic approach to the teaching of reading paying off. Pupils are now achieving well and standards are above average in reading. Pupils enjoy reading and, by Year 6, many show good levels of comprehension and appreciate the underlying ideas and subtleties in the text. They can explain clearly why they like certain books giving informed reasons for their choice, for example because they enjoy fantasy or humour. They can also refer to what they consider to be successful use of writing techniques by the author, with one pupil explaining very well why she thought the use of the phrase 'the mountains are wrapped in mist' was particularly effective. Pupils use a library, indexes, glossaries and contents pages successfully to find information from books. Standards in writing are broadly average but pupils can achieve more. They write effectively for different purposes and most are competent writers. Pupils' work is neatly presented but pupils are not applying the skills of grammar sufficiently well and the school is working hard to improve this throughout all age groups. By Year 6, more able pupils engage the reader well; for example, one pupil started off an argument about teaching French with ' "Bonjour!" or "Hello" '. However, taken overall there is too little of this kind of adventurous use of vocabulary. There are also occasions in different classes through the school where work is not finished and pupils indicate this is because they ran out of time in the literacy lesson. Pupils' skills in speaking and listening throughout the school are appropriate for their age. They listen well to their teachers, and are articulate and keen to contribute to class discussions. They are confident to present information to a large audience, such as whole-school assemblies.

5. Currently, in science, pupils are making satisfactory progress overall and attaining average standards by Year 2 and Year 6. There has been improvement since 2002 as the school has focused on improving pupils' skills in investigative work. By Year 2, pupils show sound understanding about growth in plants and the properties of different materials, and can describe the features of animals well. By Year 6, pupils show a satisfactory knowledge and understanding of the subject but their skills in investigative science, particularly in predicting outcomes from their tests, are not as well developed. They effectively develop their observational skills as there are appropriate opportunities for them to work practically and record their findings.
6. In all subjects, other than ICT, pupils attain the levels expected for their age and throughout Years 1 to 6 achieve satisfactorily. In religious education, pupils meet the outcomes expected by the locally agreed syllabus.
7. In ICT, standards are average by Year 2 but below average by Year 6. In this subject, pupils are not making satisfactory progress. There are too few resources and this adversely affects pupils' learning.
8. The school ensures equality of opportunity for all. Throughout all age groups pupils with special educational needs and those who speak English as an additional language receive a good level of support and achieve the targets set out in their Individual Education Plans. More able pupils are suitably catered for and achieve in line with their abilities. Boys and girls are attaining equally well in different subjects throughout the school.
9. The school has met or exceeded its targets, although these have constantly had to be reviewed in the light of the increased number of pupils on roll.

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

10. Children in the Nursery and Reception classes are made to feel secure in their new surroundings and, as a result, are keen to come to school. They show good levels of independence as they make choices about the activities provided. They learn to care for each other and share equipment very effectively.
11. Throughout the school pupils' attitudes are good. They are proud of their school and older pupils indicate that it is particularly because of the 'good atmosphere'. Pupils show a keen interest and involvement in activities. Most play a full part in class discussions. They respond well to their teachers and motivation is good overall. Pupils concentrate well for good periods of time, they enjoy meeting challenges and many use their initiative well. The majority are able to think creatively and solve problems on their own, and this was very evident during class discussions, particularly in mathematics. Most pupils are able to organise their own work with little adult support and they like working in groups or with a partner, as well as working on their own.
12. The behaviour of pupils throughout the school is very good. They respond very well to the school's expectations, and this has a positive impact on their learning. Pupils understand that their actions affect others and they accept responsibility for them. The 'Golden Rules' form a successful part of the school's positive approach to discipline. Levels of self-discipline are high: to lose five minutes of 'Golden Time' is something that every pupil tries to avoid, and it is very rare for a pupil to behave in a way that leads to his or her losing this special time. Pupils respond well to school rules, show respect for other people's property and take very good care of their new school. They are courteous and polite. Instances of bullying are rare, with none being observed during the inspection. No pupils have been excluded.
13. The very good procedures for supporting pupils' personal development and relationships play a significant part in creating a strong sense of commitment to the school and what it stands for. This is particularly noticeable when so many pupils have joined the school at times other than the usual starting point. Preparation for citizenship is effectively addressed, with pupils reflecting upon and discussing their behaviour, feelings and experiences well. They talk with confidence about their own views and beliefs and they are prepared to listen to and value the

views of others. Pupils show initiative and they readily accept responsibilities, for example when older pupils help to look after younger ones and when pupils help in assemblies. Relationships between pupils, with staff and other adults are very good. Pupils respect teachers, adults and each other. They help others in need and older ones can explain why it is important to do this. Parents are of the opinion that the school helps children to become mature and responsible.

14. Pupils' positive enthusiasm for school is reflected in the above average levels of attendance. As one group of Year 6 pupils said, 'By the end of the weekend we're really looking forward to coming back to school.'

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

15. The quality of teaching is satisfactory overall and this leads to satisfactory learning. Teaching is good in the Nursery and Reception and there is good teaching of mathematics throughout the school. Teaching of reading is good. There is a systematic approach by all staff that ensures pupils make good gains in learning.
16. In the Nursery and Reception classes, teachers and support staff work together very well as a team. They provide a secure learning environment where children make significant gains in their levels of confidence and in the development of their social skills. Staff have a good knowledge and understanding of the Foundation Stage curriculum and this is reflected in the planning, which is undertaken very conscientiously. They have high expectations of the children and ensure that they are extended in their learning, particularly in the area of personal, social and emotional development. Very effective reference is made to the pupils' own practical experiences so that they are fully engaged in the learning.
17. In all the other classes in the school, that is classes 1 to 5, staff are generally secure in their subject knowledge and a well-planned programme of staff development is helping to improve any areas where there is less certainty. For example, the school is currently running a training programme to develop the skills of support staff in using ICT. Staff consistently reinforce good behaviour so that, overall, pupils behave very well, and concentrate in their work. There is a harmonious working atmosphere in classes, which has a positive effect on pupils' learning. In general, lessons are well organised and there is a suitable range of worthwhile activities that interest and motivate the pupils. This is particularly noticeable in mathematics, where many pupils indicated that they enjoyed the work being undertaken and where they usually showed very good levels of concentration.
18. In classes 1 to 5, teachers' planning is thorough. The school has developed a suitable planning framework based on national guidance, such as the National Literacy and Numeracy Strategies. However, planning has to change regularly to adapt to increases in the number of pupils on roll and the wide variation in their previous educational experiences. Nevertheless, it forms a firm basis for teachers' own planning. In numeracy, and in the teaching of reading, there are consistent approaches to teaching throughout the school which ensure that pupils effectively build up their skills. In all subjects, staff work together well as a team so that all adults, including support staff, are clear about the purposes of the activities and their roles and responsibilities. In many lessons, teachers write the learning objectives on the board and refer to these at the beginning of lessons to ensure that pupils are clear about the overall purpose of the session.
19. In general, teachers set work that is well matched to the pupils' levels of understanding. In numeracy lessons, staff use a wide range of teaching and learning strategies and lessons are well timed. Pupils of all abilities benefit from these brisk lessons and they make clear gains in understanding. Staff are well qualified in the subject and enthusiastic about teaching mathematics; the 'quick-fire' questions they pose in mathematics are particularly searching. There is a good focus on asking pupils to explain their thinking. In literacy, lessons often start off well with a good input from the teacher. Good attention is given to the development of pupils' strategies for reading. Occasionally, however, the first part of the lesson goes on for too long and this limits the time available for other activities and reduces the overall pace of

learning. Also, when the pupils undertake independent work, which generally consists of a written task, pupils are not always clear enough about the purpose of the task and how particular skills learnt, such as features of grammar and extended vocabulary, can be applied more generally to their writing. There are times when different groups of pupils are uncertain about the amount and quality of work expected, how long they have to complete the tasks or if the work relates to their own individual target. On these occasions, pupils could be challenged more.

20. Where teaching is very good, there is often open discussion about what pupils need to do in order to attain a particular level within the National Curriculum. Very helpful reviews take place at the end of lessons so that pupils can assess for themselves what they do and do not understand, for example when pupils in a class 5 lesson described what they had learned about the rules and strategies used to solve problems. This knowledge of their own learning has the effect of increasing the pace of learning because the pupils become very motivated to improve their work. Throughout the school, plenaries and reviews are undertaken. These often give a good level of praise to pupils but, particularly in literacy, do not always involve the pupils sufficiently in a critical evaluation of their work.
21. Individual lessons in ICT are satisfactory but since there are too few resources the overall programme does not provide sufficient opportunities over time for pupils to both develop and consolidate their skills. Lessons are conscientiously planned so that all aspects of the National Curriculum are covered but even so pupils are not learning as well as they could.
22. Class teachers ensure that pupils with special educational needs and those who speak English as an additional language are included in all aspects of learning. Teachers work well with the support staff, ensuring that individuals and small groups of pupils are given extra help with specific tasks, often to develop their basic skills in reading. Teaching assistants are particularly effective when working with pupils with special educational needs. Many of the pupils identified as having special educational needs also receive extra support from outside agencies. This work is effectively organised so that all adults work with a common purpose. Pupils who speak English as an additional language are well supported by their teachers so that they make progress in line with others in the class.
23. Different types of homework, such as reading and learning tables, are given and these suitably reinforce the pupils' learning. The school's homework policy meets the expectation set out in the national guidelines, although there is some uncertainty amongst pupils and parents about the procedures. The school is undertaking a review of its homework arrangements in response to this.
24. Visits out of the school are used well to stimulate learning, as exemplified by the work undertaken after visits to a local mosque, the nearby church and a residential centre at Chatsworth House. Displays are interesting and up to date and help to create a bright and stimulating learning environment.

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

25. Overall, the school's curriculum is satisfactory. It covers all statutory requirements and gives pupils of all abilities suitable opportunities to learn. There is a good range of out of school activities to enhance the provision.
26. The curriculum for the Nursery and Reception children is good. The staff know the children well and full account is taken of their needs. The school has used the national guidance for the Foundation Stage as a basis for its planning for the children in these younger classes and the children benefit from a well-balanced and interesting programme.
27. In the main school, curriculum development has been complicated by the rapid increase in the number of pupils on roll, the resulting changes in class organisation and the need to take account of the wide range of their previous experiences. The school has worked on subject

plans, based on national guidance, and these are now in place for all subjects. They are beginning to be fully effective as the number of pupils on roll begins to stabilise. The school has suitably focused on ensuring a systematic approach to the development of pupils' basic skills in its planning by introducing the National Literacy and Numeracy Strategies. Also, various 'extras', such as booster classes, have been introduced to support this focus. In numeracy and in the development of reading this is working well, with staff using consistent approaches. Although in other areas the curriculum is satisfactory overall, continuing development is needed to ensure further consistency. Curriculum planning in the foundation subjects is thorough but often does not have sufficient focus on the skills to be learned. This is mainly because the assessment procedures are not fully established in these subjects.

28. Pupils with special educational needs are supported well. Clear procedures are in place, which are being effectively managed and meet requirements. The school has reviewed its policy and practices and these are in line with the revised Code of Practice. Pupils' needs are identified early and a good level of support is provided. All these pupils have Individual Education Plans, which contain clear and appropriate targets. Across the school, all pupils have equal access to the whole curriculum and they are included well in all activities.
29. The school's provision for personal, social and health education is very good. The planned programme helps pupils to realise that each individual has responsibilities as well as rights, and that everyone has to learn how to make choices. Good attention is given to the need for healthy living and the dangers associated with the misuse of drugs. A good programme of sex education is provided.
30. The provision for the development of pupils' skills in ICT is a weakness in the curriculum. When the school first opened it was not equipped to teach ICT. The school has placed high priority on the development of ICT in the whole-school improvement plan and resources have been improved significantly since the beginning. Other computers are also on order. Staff training has taken place and all teachers are confident in the subject but nevertheless the resources are still not satisfactory and this has an adverse effect on pupils' learning.
31. There are good links with the local secondary school resulting in transfer being well planned. This link also provides some good 'extension' opportunities, for example in mathematics. The school provides a good range of activities outside lessons. These include several after-school and lunchtime clubs, for example football, netball, watercolour, drama and swimming. There are also clubs for the younger pupils, which are much appreciated.
32. The school has good links with the community, which enhance pupils' learning. A wide range of visits into the community takes place supporting several subjects, most notably studies in geography, history and religious education. These include visits to churches where pupils also develop their understanding about aspects of the Christian religion well. Other examples include visits to local museums and places of interest including Chatsworth House. A wide range of visitors, including the fire service, police and local clergy, all help to enhance the curriculum well.
33. The provision for pupils' spiritual, moral, social and cultural development is good overall.
34. Support for pupils' spiritual development is good. Staff receive and value pupils' ideas and encourage them to have a positive self-image. They provide very good role models and inspire a sense of trust. In this climate pupils are confident to explore their feelings and emotions, for example, during a sensitive discussion with the school nurse about growing up. The school provides a wide range of opportunities for pupils to find out about what they, and others, believe. Assemblies, religious education lessons, stories and visits to places of worship, such as the local church, a gurdwara and a mosque, all contribute to this effectively. There are suitable opportunities for reflection in assemblies and pupils respond particularly well to occasions when they listen to prayers. In subjects such as science, music and art, opportunities are provided for pupils to develop a sense of wonder at the beauty of the world. This was particularly noticeable when some of the pupils in the watercolour club were studying the formation of plants for the drawings.

35. There is very good support for moral development. Pupils are aware that they are expected to behave well. They are taught the difference between right and wrong and they understand that it is their responsibility to behave well and also to help others to do so. There is helpful discussion about bullying and pupils know what to do should it occur. Those pupils who have been identified as having behavioural needs are set clear and appropriate targets, and the staff work hard to help them to be successful in meeting these. This results in them making particularly good progress in this respect.
36. The support for pupils' social development through the daily life of the school is good. Adults are very supportive of the pupils and have established very good relationships with them. The school is particularly successful in ensuring that pupils help and care for one another. For instance, older pupils readily help younger ones. In class and elsewhere, pupils are effectively encouraged to work together and support the whole school community. They are encouraged to take responsibility and develop their independence. They do this well in many ways, for example, when the pupils take on specific jobs for the whole school or their class.
37. Good opportunities are provided for pupils to develop their cultural awareness. Pupils develop their understanding well through visits to local places of interest, when visitors come to school, and through their lessons notably in music, art, history, geography and religious education. For example, pupils enjoyed a visit from a brass ensemble. A good contribution to this aspect is also made by studies about other countries, for example when pupils learn about the lives of different peoples in their geography lessons. Pupils' understanding of different faiths and cultures is also promoted through learning about Christianity, Sikhism and Islam in religious education. Books appropriately include information about the diverse range of cultures represented in society. The school has a suitable policy to encourage positive race relations and, taken overall, the school ensures that pupils learn effectively about life in a multi cultural society well.

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

38. The arrangements for ensuring pupils' welfare are very good. The personal support and guidance for pupils is good. Parents are pleased with the quality of care and support given. The school's arrangements for monitoring pupils' academic performance are good in the core subjects of English, mathematics and science and satisfactory in other subjects.
39. Child protection procedures are in place and effectively managed by the headteacher. Health and safety procedures are well managed and the arrangements for first aid and medical care are good. Attendance is accurately recorded and the school is now analysing trends more effectively since the introduction of an electronic system. Attendance is promoted effectively and procedures to follow up unexplained absence are suitable. The school encourages punctuality and pupils are generally on time.
40. The school's procedures very effectively promote good behaviour. Pupils fully understand and value the expectations of good behaviour, which are clearly explained to them. Rules are prominently displayed. The school's personal, social and health education programme, assemblies, religious education and the role models provided by teachers, along with the consistent application of the school's strategies, contribute very successfully to the high standards of behaviour in the school. Lunchtime supervisors undertake their tasks responsibly and link well with teachers to ensure consistent application of the school's procedures. The 'Golden Time' reward is very popular with pupils. The loss or partial loss of this privilege, in the event of misbehaviour, is a very effective sanction. The school has appropriate anti-bullying procedures, which pupils clearly understand. They are fully aware that if there were any concerns these should be reported to their teachers.
41. There are effective arrangements for assessing and tracking children's progress in the Nursery and Reception classes and these ensure that children's individual needs are met well. The school has appropriately concentrated on establishing assessment procedures in the core subjects of English, mathematics and science for pupils in Years 1 to 6. Overall, these are good and provide a clear mechanism for checking pupils' progress over time. An important part

of the procedures involves setting targets for individual pupils. These are generally well matched to the individual pupils' needs but they are not always used sufficiently as a regular part of teaching and learning. Assessment procedures are not well established in the foundation subjects, which include ICT, and the school has identified this as a priority development in its school improvement plan. The school complies with the requirements for statutory assessments for pupils in Year 2 and Year 6.

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

42. The partnership between the school and its parents is good. This partnership has developed well in the short time the school has been open. Parents express confidence in the school and are pleased with most aspects of its work.
43. Parents consider that the school does a good job helping their children become mature and responsible. They are confident in the leadership and management of the school, the standards of teaching and pupils' behaviour. Most parents find the school very approachable and also confirm that their children like school. The only area about which there is a significant amount of parental dissatisfaction is with the amount of homework set. The inspection findings show that the homework policy is set in line with national recommendations. The school intends to take a further review of the procedures in summer 2003.
44. There is a very good range of information for parents. The school provides a very well prepared annual report of their child's progress and there are two consultation evenings each year. The discussions include consideration of targets to help the pupils improve. Information for parents prior to joining and at induction is good. There is a helpful home/school agreement. The prospectus and governors' annual report are very well presented and contain all the required information. Two newsletters are published each term and the school provides parents with a considerable amount of detailed information about what is to be taught each term. Reading and homework diaries are used to provide further information. Parents are welcomed into school and they have daily access to teachers. Parents of pupils with special education needs are involved well in the review process.
45. Parents support the school well through the Parent and Teacher Association (PTA). Many parents help in school. The school invites parents to assemblies and special events and attendance at such events is good. The number of parents attending consultation meetings with teachers is very good. The school seeks the views of parents through the use of questionnaires and acts upon this information, as in the case of homework. The PTA arranges social and fund-raising events to assist the school and is in the process of helping to buy more computers. A strong core of parents of pupils in Year 2 take part with their children in the Family Learning project. This contributes very well to the children's learning and offers the opportunity of a formal accreditation for the parents.

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

46. The headteacher provides strong leadership with a clear focus on ensuring that pupils achieve of their best. The good support given to her by the other staff and the governing body means that the vision for the school is shared by all and that everyone is working as a team with a common sense of purpose. The headteacher leads well by example and has gained the confidence of parents. Along with others, she has worked very hard to establish planning, as well as systems and structures that provide a firm foundation from which the school can move forward. She undertakes systematic monitoring of pupils' achievements, and of the quality of teaching and learning so that she is very clear about what needs to be done to improve standards. The headteacher is ably supported in her work by the deputy headteacher. Now that the school is well on its way to reaching its capacity in terms of pupil numbers, there are sufficient staff for the senior management team to become a meaningful strategic planning group.

47. Overall, there is a suitable management structure with clear delegation to teachers, which takes account of the needs of the school and each individual's expertise. There are co-ordinators for all subjects, with most staff covering more than one area. Teachers are reflective, they evaluate their work and are keen to develop and improve. The performance management system is implemented well and integral to the school development cycle. It is effectively supported by a programme of staff training and the mentoring arrangements that are in place for new staff. To date, the staff have put in place curriculum plans to take account of the significantly changing needs of the school. As the number of pupils on roll begins to stabilise and plans become more established, the staff are in a better position to monitor the effectiveness of these. To date, in English, mathematics and science the co-ordinators of these subjects have analysed data, checked the standards achieved and started to implement strategies to raise standards. In mathematics and English, the co-ordinators have also undertaken a wider range of monitoring activities, such as classroom observations and scrutinies of pupils' work. However, these processes are not yet established in other subjects, although plans are in place for this to start happening in the near future.
48. The school's aims can be seen clearly in its day-to-day work. The headteacher, staff and governors work closely together to promote the ethos of the school, which particularly enhances the pupils' personal and social development. Pupils are well cared for and even the newest pupils feel secure in their surroundings. Very good relationships are established and all are made to feel welcome. The school's administrator provides an efficient and welcoming point of contact for visitors and parents and manages the school's financial procedures well. The school uses ICT effectively in managing the school's finances.
49. The school is committed to providing equality of opportunity for all its pupils. The management of the provision for pupils with special needs is good, as is that for pupils who speak English as an additional language.
50. The governing body supports the school well and has ensured that all required policies, such as an anti-racist policy, are in place. Governors attend training and keep abreast of national and local initiatives. Their committees have clear terms of reference. Many of the governors visit the school regularly and are involved in the life of the school. They carry out informal monitoring visits and report back their findings to the governing body. These visits help to give the governors an awareness of what is happening in the school. However, there are no systematic procedures through which the governing body can evaluate the strengths and weaknesses of the school and this means that governors tend to be over-reliant on information provided by the headteacher to check on the overall effectiveness of the provision.
51. Financial planning is good, with a planned programme of spending linked to the school improvement plan. The school's budget is monitored closely by governors and the school uses specific grants well for their intended purpose. The school makes sure that money is spent wisely by researching and making decisions about goods and services that represent best value. Governors also challenge and debate before making major spending decisions and they are beginning to compare, contrast and challenge how effective the school is in helping the pupils to achieve the best possible standards. This process is inevitably at an early stage since a systematic monitoring programme is only in the process of being developed and there is little data available on which to base judgements. The accommodation is very good and good use is made of the available space. Resources are good overall. Although resources in ICT have been improved significantly since the time the school first opened, nevertheless these are not satisfactory. The accommodation and resources are very well maintained. Overall, at this early stage of its development the school provides satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

*The numbers in brackets after each key issue indicate the paragraphs in which the weaknesses are discussed.*

52. To further improve the quality of education offered, the headteacher, senior staff and governors should:

(1) Improve pupils' achievements in ICT by:

- improving the resources, including hardware and software, so that more opportunities are available for pupils to develop and consolidate their skills;
- ensuring a more systematic use of ICT in other subjects of the curriculum;
- improving the assessment procedures so that the tasks set fully challenge all pupils;
- completing the planned programme of staff development so that support staff are fully confident in its use.

*(Paragraphs: 7, 21, 30, 101-112)*

(2) Improve pupils' achievements in writing by ensuring:

- a fully consistent approach by staff, so that when pupils undertake independent work they are clear about the purpose of the task and how particular skills can be applied more generally in their writing;
- that staff make it clear to pupils the amount and quality of work expected, how long they have to complete the tasks and if the work relates to their own individual target;
- that there is a more systematic procedure for pupils to evaluate the outcomes of their work.

*(Paragraphs: 4, 19, 69-75)*

(3) Improve assessment procedures in the foundation subjects in order to help ensure a more systematic development of pupils' skills over time.

*(Paragraphs: 41, 93, 99, 103, 107, 112, 118, 122, 126)*

(4) Extend the school's monitoring and evaluation procedures by involving:

- all co-ordinators in a systematic programme to check the quality of provision in the subjects for which they are responsible;
- governors in a more systematic programme of monitoring so that they are able to check for themselves on the overall effectiveness of the school.

*(Paragraphs: 50, 87, 99, 103, 118, 122, 127)*

*In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. These are indicated in the paragraphs in brackets.*

(1) Continue to improve pupils' achievements in science, particularly by improving their skills in investigative science.

*(Paragraphs: 5, 81-87)*

*(All of the above issues are highlighted as priorities within the school improvement plan).*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

34

Number of discussions with staff, governors, other adults and pupils

23

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	15	17	0	0	0
Percentage	0	6	44	50	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	163
Number of full-time pupils known to be eligible for free school meals	0	30

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	36

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	88
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.8
National comparative data	5.9

#### Unauthorised absence

	%
School data	0.8
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	5	8	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	13	13
Percentage of pupils at NC level 2 or above	School	92 (n/a)	100 (n/a)	100 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	13	13
Percentage of pupils at NC level 2 or above	School	92 (n/a)	100 (n/a)	100 (n/a)
	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	10	6	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	13	14
Percentage of pupils at NC level 4 or above	School	69 (n/a)	81 (n/a)	88 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	12	14
Percentage of pupils at NC level 4 or above	School	69 (n/a)	75 (n/a)	88 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

Separate totals are not given for boys and girls because of the small numbers involved.

## Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

## Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
133	0	0
0	0	0
0	0	0
7	0	0
0	0	0
2	0	0
3	0	0
9	0	0
1	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
2	0	0
1	0	0
0	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)	6
Number of pupils per qualified teacher	27.1
Average class size	27.1

### Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	63

### Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	11.5

FTE means full-time equivalent.

## Financial information

Financial year	2001-02
----------------	---------

	£
Total income	176,750
Total expenditure	166,434
Expenditure per pupil	1,733.68
Balance brought forward from previous year	0
Balance carried forward to next year	10,316

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	170
Number of questionnaires returned	42

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	5	0	0
My child is making good progress in school.	43	43	14	0	0
Behaviour in the school is good.	52	40	2	2	2
My child gets the right amount of work to do at home.	26	26	24	5	19
The teaching is good.	48	43	2	0	7
I am kept well informed about how my child is getting on.	33	52	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	76	19	5	0	0
The school expects my child to work hard and achieve his or her best.	55	36	7	0	2
The school works closely with parents.	55	36	7	0	2
The school is well led and managed.	57	36	5	0	0
The school is helping my child become mature and responsible.	45	50	0	0	5
The school provides an interesting range of activities outside lessons.	54	24	10	2	10

## **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**

53. The provision for the children in the Foundation Stage is good. The children in this key stage either attend the Nursery on a part-time basis or are full-time in the Reception class.
54. The children's attainment on entry is broad ranging but overall is in line with that expected of children of this age. Children make good progress overall and almost all are on course to attain the expected Early Learning Goals in all areas for children as they enter Year 1. Many are set to achieve above this. Children make very good progress in the area of personal, social and emotional development.

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

55. Provision in this area is very good. Teaching is very good and children progress very well, in both the Nursery and Reception, so that many exceed the expected levels in their personal development by the time they enter Year 1. All staff work very well together and provide good role models for children, treating them with courtesy and respect. Children quickly learn to make choices from the range of activities provided. By the time they are in Reception they know routines well; for example, they come in and sit on the carpet and listen carefully as the register is called. The perceptive use of praise and encouragement by the staff gives the children a positive feeling and pride in their achievements. The children are keen and motivated and want to be involved in all the interesting activities provided. Children quickly learn to take turns and by the time they leave the Reception class they can concentrate for quite long periods of time. They raise their hands to ask questions and share and clear away equipment sensibly. Snack-time in the Nursery is a well-established social event. Children quickly learn to say 'please' and 'thank you' and enjoy the discussions that take place at these times. During these sessions, adults effectively use opportunities to reinforce and extend children's learning in number, language and knowledge and understanding of the world. In both Nursery and Reception, children behave very well and show concern for others. Children in the Reception class are increasingly prepared to share resources, take turns and support each other well. They share assemblies and playtimes with the rest of the school and are well prepared socially for their transfer to Year 1.

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

56. Teaching is good and children make good progress. In the Nursery, staff take every opportunity to engage children in discussion. For example, as children arrive staff encourage the children to talk about what they have done since they were last in school. They also provide opportunities for imaginative role-play and, as a result, the spoken language is developed well and children's vocabulary increased. Children are encouraged to listen carefully to stories and adults. They enjoy story time and are encouraged to ask questions, which are followed with very clear explanations, extending the children's vocabulary still further as a result.
57. In the Nursery, children learn all about books and develop good understanding of the conventions of books. There is a good focus on the development of sounds in words. Reception children recognise letter sounds well and match these very well to pictures and objects. Many are beginning to use this knowledge effectively to help them read and write. Well-planned, motivating and interesting sessions ensure that Reception children are usually fully attentive and learn well. Children enjoy sharing books. Most point to the title and name the characters and make good progress in identifying simple key words. They use pictures well to tell what is happening in the story and are beginning to predict the outcome. Children are eager to share their books and achievements and many read simple texts to an adult showing good levels of confidence. Overall, a firm foundation is laid and children build up their reading skills well.

58. Writing skills are well targeted in the Nursery. Opportunities are always available for children to make independent marks and try pre-writing skills that successfully develop their pencil control and help children understand the wide range of reasons for writing. Staff remind children to write their name on pieces of work and many do this successfully without the need of an exemplar. In the Reception class, children develop their writing skills successfully. The more able children produce clear, well-formed letters and attempts at spelling are plausible. Children are well into the early stages of writing independently and many write with confidence, for example about the things they see when they look out of the window.

### **Mathematical development**

59. Children are taught well and as result achieve well in this area. In the Nursery some children recognise numbers from one to ten and, through good interaction with adults, begin to understand the terms 'bigger', 'smaller' and 'longer than'. Throughout the day, through play, adults reinforce children's understanding of number and its associated vocabulary. For example, they successfully count the buns, cakes and rolls in the baker's shop and learn terms such as 'how much' or 'altogether'. The children know a good range of number rhymes and jingles to support their learning. Good opportunities are given to children to develop their counting and spatial awareness through building with large blocks.
60. Reception children are developing their counting skills well. Most children can count reliably up to 20. Through a wide range of suitable games and activities children successfully reinforce their understanding of mathematical calculations. For example, children are able to work out that more children are having sandwiches than school dinners. Suitable use is made of the computer to strengthen number recognition and counting skills. Children enjoy working through counting programs independently. A significant number of children demonstrate appropriate number formation of numbers to 20 and understanding of simple addition. Work with shapes is good; children match objects to their outline shape and recognise common shapes, such as circles, squares, triangles and rectangles. Structured play encourages children to develop practical methods of learning about volume and they can explain their understanding of concepts well.

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

61. Through a very wide range of activities and good teaching, children in the Nursery and Reception classes successfully learn about the world about them. In the Nursery, children use the outside area to observe natural things carefully. The house building activities close to the school have provided very good first-hand experience for the children in learning about the different types of materials used. By referring to photographs, staff extend the children's thinking well, for example when talking about the number of bus stops seen in town. Children have appropriate opportunities to use the computer to support their learning. They are confident at using the mouse and know how to turn the volume up or down on the speakers.
62. Reception children, through good quality experiences and focused dialogue, learn about many items of interest. They successfully learn about the toys children played with in the past and produce a picture diary of 'What I did yesterday'. They develop observational skills and are beginning to make relationships between the things they see. Children are learning about warm and cold weather by identifying the different types of clothes they would wear during each. The school environment is used well to stimulate their interest in how things change over time. They look at trees and make drawings and leaf prints. Children are familiar with naming parts of their body and how their bodies change as they get older. In their 'All about me' topic they showed these changes by sequencing pictures of babies to old people. They are learning about how things work by making model people with limbs that move using split pins.
63. The range of experiences available to the children in both Nursery and Reception gives them a firm foundation on which to build their knowledge and understanding of the world. Most children are on course to achieve the Early Learning Goals and many will achieve beyond this by the time they enter Year 1 in this area of learning.

## **Physical development**

64. Children are well taught in this area of learning and make good progress so that, by the time they enter Year 1, almost all are on course to achieve, and many achieve beyond, the Early Learning Goals in this area. Through daily opportunities to use pencils, crayons, paints and scissors most children's fine motor skills develop well. Outside the Nursery is a well resourced large play area where both Nursery and Reception aged children run, use wheeled vehicles, play or just sit and chat. When using this equipment, children demonstrate confidence and enjoyment. They climb over, under and through the equipment. Children are very agile and make good efforts to improve their movements.
65. In the Reception class, children also develop good physical skills when using the school hall for their regular PE sessions. They follow the teacher's clear instructions and develop their skills well using the equipment provided. Most make good progress with developing their throwing and catching skills. Children watch each other well and learn how to develop and improve their skills. Many children demonstrate good co-ordination in their movements.

## **Creative development**

66. Teaching is good in this area and children make good progress. Children use a wide range of techniques and media in Nursery and Reception to increase their confidence and skills. Good use is made of all opportunities in the Nursery to reinforce and extend children's recognition of colours. Children are taught well; for instance, during painting, good questioning develops children's knowledge of colours. Children show increasing control when colouring, drawing and writing. Good experiences ensure that children have the opportunity to develop their skills to their full potential.
67. The good progress continues in the Reception class and ensures that almost all children are on track to meet the Early Learning Goals and many exceed them by the time they enter Year 1. The wide range of opportunities, including those that support other areas of the curriculum, is successful in ensuring children get plenty of practice and good quality experiences. They use a range of materials to make collages of shiny and sparkling materials. Children have experience with bubble printing, paint blowing and using paint, pastels and chalks.
68. Children in both Nursery and Reception have a good repertoire of songs, which they sing tunefully, and action songs, which they thoroughly enjoy performing.

## **ENGLISH**

69. Overall, by the end of Year 6, standards in English are average. Standards in reading are above average. Those in writing are broadly average. Pupils are making good progress in reading but they can achieve more in writing. The progress of pupils with special educational needs and the small number who are learning English as an additional language is similar to that of all other pupils.
70. Pupils enjoy reading. Teachers and support staff are systematic in using a wide range of strategies to help pupils with their reading. By Year 2, this results in pupils having a good understanding of letters and sounds and being able to 'build up' words they are unsure of. They are also able to use a range of other clues to help them work out unfamiliar words and meanings. More able readers are confident to tackle difficult texts and they like reading longer, more complex stories. They are able to explain and discuss what they have read very well. Many pupils show good awareness of the importance of using expression when reading aloud and speak out with enthusiasm, for example when pretending to be the 'maker' of the animals as portrayed in the big book which forms the current class focus. Throughout the school, pupils are encouraged to think and talk about books they have read. Most can use the technical vocabulary, such as the words 'character', 'blurb' and 'dialogue', effectively when describing books. By Year 6, many pupils show good levels of comprehension, and appreciate the underlying ideas and subtleties in the text. They refer to what they consider to be successful use of writing techniques by the author, for example when building up the distinctive features of

a particular character. They can explain clearly why they like certain books, giving informed reasons for their choice, for example because they enjoy mystery and suspense. Pupils use a library, indexes, glossaries and contents pages successfully to find information from books.

71. Pupils' writing, although average overall, is not as good as their reading. Most pupils have positive attitudes to writing and by Year 2 they learn to appreciate the need to have a sequence when writing a story. They effectively learn to write in different ways, for example to record information, to re-construct traditional tales, and to write simple poems and lists. They also develop suitable understanding of spelling, and handwriting is satisfactory overall. By Year 6, pupils develop clear understanding that writing needs to be organised in different ways depending on its purpose, for example for a playscript or a letter of complaint. Pupils' writing is logical and spelling is usually correct. Work is well presented and handwriting is satisfactory overall. Generally, however, pupils throughout the school are not applying the skills of grammar sufficiently well and work is being undertaken to address this. Also there is too little use of imaginative vocabulary and there are occasions where work is unfinished. Pupils are not always clear enough about the different ways in which they might improve their writing.
72. Pupils' skills in speaking and listening are appropriate for their age with clear improvements through the school. Pupils are confident speakers, both in class and in more formal situations. They respond well to the teachers' encouragement to contribute to assemblies and, in class, they are keen to answer questions and make comments. Pupils listen attentively. They enjoy listening to stories; for example, when the Year 2 class listened to the one about 'The Animals' Wishes', they showed a good level of interest and responded thoughtfully to questions explaining why, if they were an animal, they would like 'long legs'. 'Circle-time', which is organised as part of the personal, social and health education programme, is playing an important part in helping to develop pupils' skills since they need to listen very carefully at this time to others' points of view.
73. The teaching of reading is good. A high focus is given to this throughout the school, pupils receive a significant amount of individual attention from adults in learning to read and there is a well thought out approach to encouraging pupils' independence in reading. Consequently, pupils are motivated to read and they are confident to explain the 'strategies' they need to use to be successful readers. Teachers build their lesson planning appropriately on the National Literacy Strategy and lessons are usually good in the introductory stages when there is a focus on reading. Staff are secure in teaching reading and use the technical vocabulary associated with it well, for example when describing parts of a word and elements of the text. There is often good teaching of 'phonics' so that pupils gain confidence in working out the meaning of words that they are unsure of. This was seen working to good effect in a Year 1 lesson. Effective use is made of resources, especially the 'big books' and other class texts. In general, pupils try hard and they respond particularly well to the expectations which are made of them in reading. Teachers and support staff work together closely with good liaison to help ensure that work is well matched to pupils' levels of understanding in reading and the 'guided reading' sessions work well. The reading journals which have been introduced into Year 6 play an important part in developing pupils' skills of comprehension, especially when they are asked to discuss their thoughts with their friend.
74. The teaching of writing is satisfactory overall but practice is not as consistent as in the teaching of reading. Teachers plan conscientiously to develop pupils' writing. In literacy lessons, writing is often developed through the use of small group work during the middle part of lessons. However, at this stage there is a tendency for the pace of the work to slow down and pupils lack a sense of urgency when they work independently. Different groups of pupils are not always clear enough about the purpose of the task and how particular skills learnt, such as features of grammar and extended vocabulary, can be applied more generally to their writing. There are times when the pupils are uncertain about the amount and quality of work expected, how long they have to complete the tasks or if the work relates to their own individual target. On these occasions, pupils could be challenged more. Plenaries and reviews are undertaken at the end of lessons. In a Class 5 lesson there was effective critical evaluation by pupils of the outcomes of their work but this part of the lesson does not always make clear enough to pupils the different ways in which improvements can be achieved.

75. The co-ordination of English is good. The co-ordinator is knowledgeable in the subject and has ensured that there is a policy and planning in place. Monitoring is developing well in the subject. Once strengths and weaknesses are identified, attention is focused on achieving improvement. A good example of this is the way improvements have taken place in reading. There is an action plan to improve pupils' skills in writing. This forms a key priority within the school improvement plan. A good level of organisation ensures that extra programmes, such as the Family Reading programme, are effective, particularly in helping to develop pupils' skills in reading. There has been a focused development to build up resources and these are good. The resources in the library are developing well. Assessment procedures are good overall but there are times when more use could be made of the outcomes of assessment to help the children appreciate how they might improve their written work. Some use is made of ICT to support pupils' learning in English but it is not a sufficiently integral part of most lessons. This particularly affects pupils' skills in learning to draft and re-draft their writing.

## **MATHEMATICS**

76. Inspection evidence shows that pupils attain above average standards by the end of both Year 2 and Year 6. Pupils of all abilities, including those with special educational needs, higher attainers and those who speak English as an additional language, make good progress and achieve well.
77. Pupils make good progress in Years 1 and 2. The younger pupils successfully solve simple addition and subtraction problems. They know that addition can be done with the numbers in any order. They add amounts of money using coins when solving real life problems, for example, in the shop. The higher ability pupils achieve this to 50 pence whereas other pupils work with 30 pence or 20 pence. Pupils are beginning to measure length in both non-standard and standard units such as hand-spans and metres. Many name two shapes such as a triangle or square and a few give a good account of their properties. By the end of Year 2, most pupils have extended their understanding of number to include two-digit addition and subtraction and the halving and quartering of numbers and shapes. Many pupils understand place value using two digit numbers and a number do this with three digit numbers. Pupils effectively select either addition or subtraction to solve simple problems.
78. Most pupils make good progress through Years 3 to 6. This is largely achieved through teachers providing tasks and activities that are well-matched to the different abilities of the pupils. In Years 3 and 4, pupils build progressively on their mental mathematics skills during the mental activities at the beginnings of sessions. Older pupils develop their mental skills to include working with decimals and percentages and, by Year 6, most calculate confidently and accurately. Pupils use long-multiplication and division in their calculations and they are successful in explaining the strategies they use to help them do this. They create graphs and charts to represent statistical data and use a computer for this purpose. Pupils measure angles to the nearest degree accurately and identify different types of angle, know their properties and name them correctly. For example they identify and describe 'acute', 'obtuse' and 'reflex' angles. They translate and rotate the positions of geometrical shapes. Pupils use their mathematical skills regularly in problem solving situations. The scrutiny of pupils' work shows that a good amount is completed and pupils of different abilities receive work that challenges them at the appropriate level. This ensures that all pupils achieve well.
79. The quality of teaching and learning is good overall and sometimes very good and pupils respond positively to this. Overall, teachers are particularly well qualified in teaching mathematics. Lessons are well planned using the National Numeracy Framework and this generally enables pupils to build on existing skills effectively. Teachers routinely share the purpose of the lesson with pupils at the start. This gains pupils' attention and interest and contributes to better learning. Teachers are familiar with the National Numeracy Strategy and lessons begin with 'quick fire' mental mathematics practice. All teachers manage and organise their pupils well. Pupils responded well to the challenge presented in lessons and think hard about their answers. Teachers make good use of resources and consequently learning is supported with the most suitable apparatus. Computers are used to aid mathematical understanding throughout the school but more could be done in this respect. Mathematics is

used well in other subjects of the curriculum. For instance pupils in Year 2 created bar charts about where people went on holiday and of their favourite foods. In science, pupils in Years 4 and 5 created graphs to show the pulse rates of the class and in geography they used tally charts when they were recording the types of rubbish they saw in different places.

80. Assessment procedures for mathematics are good. Good use is made of assessment information to set challenging targets for individual pupils. The school analyses assessment data to provide information on which areas of mathematics need a greater teaching focus. The subject leader provides strong support for colleagues and has clear plans for the development of the subject. She carefully monitors teachers' planning and has an accurate picture of the standards and teaching and learning throughout the school. Mathematical resources are good and used well.

## **SCIENCE**

81. Pupils' attainment is in line with expectations by Year 2 and Year 6. Pupils of all abilities, including those with special educational needs, higher attainers and those who speak English as an additional language, make satisfactory progress overall. This is an improvement on the results in the 2002 National Curriculum tests, which were below average for pupils in Year 6. Improvements have been made in developing pupils' skills in investigative work and further work is being undertaken.
82. By the end of Year 2, most pupils know that light comes from a variety of sources and can describe how to make a bulb light up in a simple electrical circuit. They can draw and label a plant correctly and they have secure understanding of what makes a plant grow. They appreciate the importance of a healthy diet and enjoy sorting objects and materials into groups and recognise the differences between these. Their skills in problem solving and investigation are less well developed but nevertheless improving. Pupils effectively record information in simple tables and charts, and they can explain how their experiments were carried out. Most pupils are able to say what they have found out from their work and offer simple explanations for their observations and results. More able pupils begin to appreciate the need for a fair test.
83. By Year 6, overall standards are average. In Year 3, pupils suitably apply their understanding about the properties of materials and, in discussion, give good reasons why they think particular types of paper are more absorbent than others. They show satisfactory understanding of the idea of a fair test when they set up an investigation. In Year 4, pupils make appropriate gains in learning, for example when learning about the properties of materials. In Years 5 and 6, pupils further develop their knowledge and understanding of a wide range of topics in the National Curriculum. Year 6 pupils can recall what they have learnt, for example about electricity and the life cycles of different animals. In the lesson observed in Year 6, pupils appreciated the fact that the weight of an object varies if it is measured either in or out of water. They drew sensible conclusions from their readings and recorded their findings appropriately. Pupils can explain why it is important to ensure tests are 'fair' and to carry out scientific tests more than once. However, their skills in prediction are not sufficiently well developed.
84. The quality of teaching and learning is satisfactory overall with good features. Teachers manage pupils well and this results in the pupils having positive attitudes to learning and behaving very well in lessons. The way in which teachers include pupils in class discussions is a strength. However, when pupils undertake activities in a group the pace of learning sometimes slows and this in part relates to the fact that not all of them are confident in knowing how to go about an investigation in a systematic way. Nevertheless, pupils show enthusiasm and curiosity, and, overall, satisfactory learning takes place. Across the school, teachers are working hard to plan more specific opportunities for investigation into their lessons to increase pupils' skills in this aspect. This worked well in a good lesson seen in Class 3. The teacher's planning was particularly well worked out so that there was a clear development of pupils' understanding. In this lesson pupils took part in animated discussion about their predictions and ways in which they could go about measuring the absorbency of different kinds of paper. The expectations of the teacher were high and it was not sufficient for pupils to say that the

samples of paper should all be the same size for the test to be fair, but they had to explain why. When the pupils set off to their tasks they were very clear about the skills they had to improve as well as about the tasks they had to complete. Throughout the lesson, the teacher questioned the pupils well and they were constantly asked to explain their thinking.

85. The whole-school procedures for assessment and tracking pupils' progress are good but assessment information is not always used to advantage as a regular part of teaching and learning. An analysis of Teacher Assessments and National Curriculum test results identified the need for a greater emphasis on scientific investigation and the development of skills, rather than focusing simply on the acquisition of knowledge. This is having a positive impact on pupils' learning. Teachers mark work thoroughly, and comments are supportive but generally there are too few evaluative comments to assist pupils in developing their scientific ideas. Generally, there is too little use of ICT in teaching science.
86. The co-ordinator is providing a clear structure and sense of direction for the future. The school makes effective use of national guidance as the basis of its curriculum and this is supported by a policy statement which outlines the school's high expectations in relation to this subject. As more opportunities for scientific enquiry are being developed increasing use is being made of skills learnt in numeracy lessons. For example, Year 2 pupils talked confidently about making tally charts when conducting their research into healthy eating.
87. Careful analysis of performance data has enabled the co-ordinator to identify staff development and resource needs. The priorities within the school improvement plan are appropriate and levels of resourcing are good. There has been some direct monitoring of teaching, and more is planned. Similarly, consistent monitoring of planning is being introduced, to ensure secure progression of skills across the school and a good match of task to the prior attainment of individual pupils.

## **ART AND DESIGN**

88. Standards in art and design are average and pupils make satisfactory progress overall. Pupils with special educational needs and those who speak English as an additional language are well supported and make suitable progress in all aspects of art.
89. In Years 1 and 2, pupils use a range of media, including paint and crayon, to experiment successfully with colour and shape and to develop good techniques. They successfully develop their techniques to produce fabric pictures using fabric pens and crayons. Pupils in Year 1 have made three-dimensional models of houses past and present to support their work in history. They also illustrate their written work with suitable designs. By Year 2, pupils work confidently and creatively. They have painted pictures inspired by the poem 'Jabberwocky'.
90. Through Years 3 to 6, pupils learn to work in the style of famous artists. For example, they have produced imaginative work in the style of Kandinski. Pupils show good techniques in mixing and blending colours and in the composition of their drawings and paintings. Pupils have produced designs in the style of William Morris. Careful observational skills can be seen in the portraits drawn and the use of pastel, crayon and pencil helps pupils to show the textures well. The textile pictures and poster designs show good skills and imagination. The work produced by pupils who attend the 'Watercolour Club' is of a high standard. They have produced very detailed paintings of 'Winter Trees' and are currently working on pictures of plants that require very careful observation and detailed drawing skills.
91. Links with other subjects include drawings to support a geography topic about keeping Chellaston tidy. When pupils designed Rangoli patterns good links were made with mathematics since this work involved rotational symmetry.
92. From the evidence available in pupils' work, teachers' planning and the small amount of teaching seen, teaching and learning are judged to be satisfactory overall. In the lesson seen in Class 5, the teacher demonstrated good subject knowledge and had clear objectives and the

lesson was well planned to provide the opportunity for all pupils to develop their skills and use their imagination. Pupils learned well, were enthusiastic and sustained concentration throughout the session.

93. The leadership of the subject is satisfactory and the curriculum is planned to provide pupils with appropriate opportunities using a variety of media to cover the National Curriculum. Procedures for the assessment and recording of pupils' attainment are in the process of development. Resources for art and design are good but there is too little use of ICT to support work undertaken in this subject.

## **DESIGN AND TECHNOLOGY**

94. Standards are in line with the national expectation for pupils in Year 2 and in Year 6, and, overall, pupils make satisfactory progress. The small amount of teaching observed was evaluated together with teachers' planning and records and displays of pupils' work. Discussions were held with pupils and teachers.
95. In line with national guidance a range of topics is undertaken and by Year 2 pupils are able to describe how they had looked at pictures of buses, cars and sleighs before making their own designs of a vehicle that moves. It was evident that, within a range of choices, they had selected the materials they were to use and had carefully labelled their designs. Not every design had worked first time but pupils had modified their models to achieve improvement. For example, when referring to the ways in which wheels were attached to dowel axles, one pupil said 'I shall know how to make a wheel and axle stronger the next time.' Pupils of different abilities had clearly enjoyed their work, especially the making process, and talked confidently about what they had done and what they felt they had achieved.
96. Year 3 pupils made designs for a photograph frame after a careful evaluation of a range of commercially produced products. The result of this preparation was a range of varied, colourful designs that were within the range of making skills of the pupils and the available materials. The end results confirmed that the pupils had not been limited to a design dictated by their teacher since a wide range of different shapes and sizes was evident and they were decorated in many imaginative styles. The standards of work produced were appropriate for pupils of this age and the products displayed showed the obvious pride that they had taken in this work.
97. Standards are maintained at a satisfactory level in Years 4 and 5, and in Year 6 pupils designed a simple machine for ordering milk. They also designed and made a range of colourful and imaginative hats for use in performances on stage. Those on display showed that they had been designed after careful evaluation of the purpose for which they were to be used. The designs used a range of materials, textures, cardboard and sequins, and required skills in sewing, cutting and gluing. Further projects based on national guidance relating to fairgrounds and shelters are planned for later in the year. Discussion with Year 6 pupils confirmed that they had appropriate understanding of the design process and this was a subject they enjoyed.
98. Teaching and learning are satisfactory overall. There is a satisfactory policy, based upon national guidance, which outlines the school's expectations in relation to this subject. This includes an appropriate emphasis on health and safety issues. Topics are planned for each year group, and progression across the school is built in, in terms of subject content. Teachers make effective use of skills learnt in numeracy lessons, and consolidate and extend them. In a satisfactory lesson observed in Year 2, pupils worked hard to increase their understanding of the function of axles and pulleys. They were guided effectively through the planning process and they were able successfully to identify the tools that they would need and their functions. There were many opportunities for discussion in this lesson and the teacher ensured that all pupils were able to play a full part. Their behaviour was good and they co-operated well with each other.
99. The co-ordinator has provided a clear structure for future development. The subject is appropriately resourced. However, the co-ordinator has not yet monitored the quality of teaching and there has been no moderation of work produced across the school to ensure

consistency in judgement of standards. In addition, teachers' planning and assessment procedures are not yet being monitored to ensure that there is consistent development of skills or that lesson plans are being appropriately modified in the light of the achievements of pupils in earlier lessons. There is limited use of ICT to support the work undertaken in design and technology.

## **GEOGRAPHY**

100. Overall, standards in geography are average. Discussions with pupils in Year 2 and Year 6, a consideration of pupils' work, teachers' planning and other documentation informed the judgements as well as a small amount of observation in class. Teachers' planning shows that geography is taught systematically. Work on display and in pupils' books shows that pupils, including those with special educational needs, make satisfactory progress in their knowledge and understanding.
101. Pupils in Year 1 identify and describe features in the local environment. They learn about different types of buildings near the school and consider ways of making the area safer. In Year 1, pupils suitably find out about places further afield. In Year 2, pupils make comparisons between the local area and life on the Island of Struay. They have planned a journey from Derby to Struay and looked at the different types of transport they would use. They know how to use an atlas and can identify the British Isles and where Derby is located.
102. Pupils in Year 3 have observed the world beyond their classroom. They have taken digital photographs of the area around the locality and matched them to the features shown on a local map. They can follow the route they took and talk about the features seen. They are learning to use the Internet to find maps of the local area and recognise that where the school is situated is just a field as the maps available are not up to date. They have also studied the effects of weather around the world and its influence on travellers. Pupils in Years 4 and 5 have undertaken a topic about improving their environment and have done a rubbish survey and produced posters about keeping Chellaston tidy. In Year 6, pupils show good understanding of the effects of humans on the environment. For example, they have completed a traffic survey of Derby Road to show how busy it is. Pupils' study of the environment has been linked well with their work in art.
103. The quality of teaching and learning is satisfactory overall. In the small amount of teaching observed, it was good. The teacher has good subject knowledge and prepared the lesson well to develop pupils' skills, knowledge and understanding. Teachers' planning shows that there is appropriate coverage of geography throughout the school. Assessment arrangements are in the process of being developed. The subject is satisfactorily led and there is a clear plan for future development. Little monitoring of the subject has taken place to date. Generally, there is too little use of ICT in teaching geography, although it was used well in the lesson seen.

## **HISTORY**

104. It was not possible to observe history lessons during the inspection but from discussions with pupils, a scrutiny of work in their books and a wide range of documentation it is evident that pupils attain average standards and satisfactory progress is made.
105. Pupils in Year 1 have looked at old and new houses and can compare the distinctive features of each. In Year 2 pupils have studied the way people took holidays in the past and how we tend to take holidays today. They can discuss photographs of seaside resorts in the past and use them to talk about what life was like. For example, they say 'There were no cars or motor bikes. If you wanted to get about you used a horse and cart and it was slow.' In discussion a small group of pupils showed a good knowledge of the Great Fire of London. They could talk about where it started, why it spread so quickly and how people tried to put it out with buckets of water as 'there were no fire engines'.

106. Pupils in Year 3 have studied life in Roman Britain. They show a sound knowledge of the way the invasion went and how Boudicca led the Celts against them. Pupils in Years 4 and 5 have a secure knowledge about life in ancient Egypt and how we find things out about the past. They understand about the use of different sources of evidence. Pupils in Year 6 demonstrate a sound knowledge of ancient Greece. They talk knowledgeably about the ideas that we use today that come from the Greeks and about the fact that the Greeks started the Olympic Games. They remember details, for example, that the word 'alphabet' is Greek and so are some of the letters in the English alphabet. They also know that the word 'democracy' comes from them. Pupils were not so clear when asked to compare and contrast the effectiveness of different sources of information that they might use to find out about the past.
107. Teachers' planning shows that history is taught systematically and, overall, the provision is satisfactory. This leads to pupils making satisfactory gains in learning. The planning is based on national guidance for history and covers appropriate topics. Assessment and recording of pupils' attainment against the expectations of the National Curriculum are in the process of development. Leadership of the subject is satisfactory with a suitable action plan in place for future development. Resources are generally good but there is too little use of ICT to support pupils' learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. Overall, by Year 6, standards are below those expected. Although pupils' skills in word processing are generally in line with expectations, attainment in other aspects of the subject is below what is usually seen. By Year 2, standards are average but a significant number of pupils have developed their skills outside school, either at home or in a previous school. Taken overall, the progress made by pupils at Homefields is not good enough.
109. Pupils in Years 1 and 2 achieve much that is expected but, given better opportunities, are capable of more. They have a positive attitude to technology and enjoy talking about what they know. In Year 1, they use a simple word processor, control a mouse and show understanding of the keyboard. They can use different tools for different purposes to convey information, for example when using a pencil icon or a sound or picture icon. By Year 2, pupils carry out simple research and enter, retrieve and save work. They can present their ideas in different forms such as in tables and charts. They program a moveable toy, known as a Roamer, so that it moves forwards and backwards as well as sideways at their commands. They have sufficient knowledge and understanding of how computers are used in everyday appliances and appreciate that technology is used to control them. Their skills in word processing are generally appropriate for their age.
110. In Year 3, pupils are suitably extending their knowledge of databases. They use different search methods to interrogate databases, such as the one they have built up on insects. In this way they note features, for example, about the colour of different insects and the different ways they move. Pupils use the technical vocabulary associated with this work effectively. In Years 4 and 5, pupils are developing their ideas about how to manipulate text, for example when inserting or deleting information to either support or contradict the view that there should be regular homework. By Year 6, pupils have generally developed satisfactory skills in word processing and use a class newspaper and multi-media presentations for different purposes and realise the importance of adapting information for their audience. They are beginning to make effective use of the Internet but generally their knowledge, skills and understanding are below that expected. Pupils do not have sufficient appreciation of the different ways in which data can be presented and interrogated using spreadsheets and their skills in monitoring data and in controlling events are also below average.
111. Although teaching in individual lessons is satisfactory, there are limitations in the overall programme since pupils are not having sufficient opportunities to both develop and consolidate their skills over time. Staff plan carefully and all aspects of the National Curriculum are covered. They have sound expertise in the subject and often lessons in the ICT suite set off well with teachers demonstrating the skills to be learned. However, since these demonstrations tend to take place on a small computer screen there are difficulties for those pupils sitting near

the back of the class in being able to see the detail portrayed on the screen. As a result they are not able to benefit fully from this input. Even so, pupils are keen and interested in the subject and generally try hard to develop their understanding. Teachers use different techniques to make the best of the middle part of the lesson when there are only sufficient computers for use by half of the class, even if pupils are sharing equipment. For example, teachers ask pupils to compare the effectiveness of different ways of finding information with half of the class using computers and the rest using books. Although this is helpful in drawing out similarities and differences, it can lead to disappointment for pupils who say that they do not get sufficient time using the machines. This means that over time pupils are not achieving as well as they might. In class, there is some follow up work undertaken but there is not sufficient software to ensure best use of ICT in other subjects of the curriculum. The way in which pupils with special educational needs are supported in lessons ensures that they have full access to the curriculum in the same way as other pupils. Pupils behave well in lessons, they work well together and support each other.

112. Co-ordination is satisfactory. Resources, both hardware and software, are not good enough. The school was not equipped for the teaching of ICT when it first opened. In line with the priorities in the school improvement plan there has been a clear action plan in place to improve provision in ICT. As a result, resources have improved significantly, and more computers and software are currently on order. The action plan also included a staff training programme and this has been carried out successfully with all teachers having gained accreditation as a result. Now support staff are involved in training to ensure that they are also confident in teaching the required skills to pupils. However, without easy access to appropriate equipment the training is not fully effective. Assessment procedures are in the process of being developed so that teachers can fully assess and challenge all pupils. This is particularly important when a significant number of pupils have already acquired skills either at a previous school or at home. The provision is enhanced by an ICT club and this is generally well attended.

## **MUSIC**

113. In Year 2 and Year 6, pupils attain the standards expected for their age and they clearly enjoy music making activities. Pupils, including those with special educational needs and the small number of pupils with English as an additional language, are making satisfactory progress across the school. The subject makes an important contribution to the spiritual, moral, social and cultural development of pupils.
114. Singing is of a similar standard to that expected of pupils of this age. It was evident in assemblies that this is an activity that pupils enjoy: their pitch is accurate and their tone is pleasant to listen to. Most pupils follow and maintain the beat, with improving control of diction and phrasing. They are developing a repertoire of songs, religious and otherwise, that they enjoy as they progress through the school, many of which they can sing from memory. Pupils gain suitable understanding about making music and how to appraise the outcomes of their work. Opportunities are provided for pupils to learn the recorder, guitar, trumpet, violin and keyboard. In addition, there are opportunities to hear visiting musicians perform, such as the brass ensemble whose performance formed part of the new school's Jubilee celebrations.
115. Pupils in Years 1 and 2 learn songs and particularly enjoy accompanying their singing using percussion instruments. In a Year 1 lesson, pupils responded well to rhythm in music and sang the traditional song 'I come to see Janie' with enjoyment. Pupils tapped the names of different toys with different instruments and, by the end of this lesson, most pupils had learned about repeating musical rhythms (ostinato) using unpitched instruments. In discussion, Year 2 pupils showed good understanding of pitch, making appropriate gestures to indicate sounds which have a low or high pitch. Their enjoyment of singing was evident when they burst spontaneously into song to describe their ideas.
116. Pupils in Years 5 and 6 develop their skills of appraisal, for example, as they listened to a range of open and closed sounds. Discussion with Year 6 pupils confirmed that most have secure understanding of all the elements of the National Curriculum Programmes of Study for their age. They talked confidently about composing a soundtrack to accompany a space travel

video, which included the sounds of the spacecraft and of the astronauts. It was evident that they had enjoyed working co-operatively on this enterprise and performing the final results. Similarly, they showed appropriate understanding of concepts such as rhythm, pitch and notation. By Year 6, pupils have experienced opportunities to learn about western music and the music of other cultures and to recognise the works of some major composers. They also enjoy the opportunities given to perform in class, in assemblies and in school concerts. Last year pupils from Years 5 and 6 were proud to take part in the Jubilee performance in Derby city centre.

117. Overall, teaching is satisfactory and this leads to satisfactory learning. Teachers show suitable understanding of the subject and many are able to play an instrument. Lessons are thoroughly planned and there is usually sufficient pace and challenge to gain the interest of all the pupils. Pupils co-operate well in whole-class situations and in groups, valuing each other's contributions and helping and encouraging. There is effective classroom management in lessons. Opportunities are provided for pupils to participate in performances both in lessons and in whole-school productions.
118. The subject co-ordinator has provided a clear structure for future development. The subject is well resourced, and enriched by the use of peripatetic music services. The co-ordinator has not yet monitored standards of teaching and learning or work produced across the school to ensure consistency in judgement of standards - for example, in judging standards of composition and performance. Assessment procedures are not yet fully established. Music provision is enhanced by out-of-school clubs run by the staff of the school. Generally, there is too little use of ICT in music, although some good use of keyboards has started.

## **PHYSICAL EDUCATION**

119. Overall pupils make satisfactory progress and standards in are in line with those expected for pupils of this age.
120. Pupils have opportunities to undertake all the areas of activity outlined in the National Curriculum and they achieve satisfactory gains in learning. Most pupils throughout the school have established a good level of co-ordination and control of their movements and show good awareness of space and others. In physical education lessons, pupils sustain a reasonable level of energetic activity and many are able to explain the effects of exercise on their bodies. By Year 6, pupils are developing a sound knowledge and understanding of a range of games activities and can explain, for example, the importance of marking an opponent and using different techniques to gain possession of a ball. Most pupils demonstrate the ability to plan ahead and they show that they have some good ideas but they tend not to give sufficiently evaluative feedback. In swimming, pupils make satisfactory progress and attain in line with the levels expected.
121. Overall the teaching is satisfactory, leading to satisfactory learning with some good teaching of skills. Planning is undertaken conscientiously. There is a good focus on the development of skills. Staff spend time explaining how these can be developed and the pupils are prepared to practise hard. Relationships between staff and pupils are very good. Staff manage pupils' behaviour very well and the pupils are enthusiastic about taking part in physical activity. Resources are organised and used effectively. Staff dress appropriately for physical education and in this way set a standard for pupils, who in turn dress appropriately. Overall, best use is made of the time available, although there are occasions where pupils have to wait for too long before having a chance to be active themselves, notably during games lessons in the hall. There is generally a suitable focus given to warming up and cooling down. Staff are prepared to help pupils' understanding by demonstrating techniques themselves and they use other pupils as a model. Teachers often praise pupils' efforts but there is generally too little clarity for pupils about the criteria that make for successful performance and attention is not always drawn to the specific vocabulary needed to evaluate different types of activity effectively. As a result there is a tendency for pupils to give general feedback to each other about the ways in which they might improve performance rather than more incisive comments that lead to improved standards.

122. Co-ordination is satisfactory overall. The co-ordinator only joined the school at the beginning of the academic year and has achieved much in that short time. She has undertaken an audit of provision and helped to develop planning. She has very clear ideas about how to take the subject forward, including further development of the assessment procedures. Resources are generally good and accommodation is very good. Suitable attention is given to the importance of safe practices. There are a number of extra-curricular activities that effectively support the work undertaken in physical education, which include clubs for gymnastics, football and netball.

## **RELIGIOUS EDUCATION**

123. Standards are in line with the expectations set out in the locally agreed syllabus. All pupils, including those with special educational needs and with English as an additional language, benefit from teaching which emphasises a practical approach and the importance of discussion. This ensures that most pupils make satisfactory progress and attain satisfactory outcomes in terms of their knowledge and understanding, although standards of written work are often lower.
124. In Year 2, the majority of pupils have a secure knowledge and understanding of stories and/or festivals from the Christian, Hindu and Sikh traditions. They talk with real enthusiasm about visiting local sacred places. They had found the story of Rama and Sita 'beautiful' and their descriptions of the meeting between David and Goliath were graphic. Their story of a man they called John and how his friends took him to Jesus illustrated their good recall of what they had learned. 'Jesus had moved into this street and lots of people had come to see him, so John's friends couldn't get him through the door and they made a hole in the roof to lower him down - then Jesus made him better.' They recall the stories of Christmas and Easter well and are beginning to apply their knowledge to their own experiences when considering the parables of Jesus. They are provided with frequent opportunities for reflection, as they consider the impact of their actions and words on others, in both lessons and assemblies.
125. Pupils in Year 3 study such topics as 'Belonging', 'Celebrations' and 'Journeys', while those in Year 4 reflect on 'the important things in life' and the teachings of the prophet Muhammad, amongst others. Pupils become increasingly sensitive and reflective about their own behaviour and feelings and those of others. The meaning of Christmas and the Easter story, together with the meaning of other festivals, such as Diwali and Eid, are studied in increasing depth as pupils move through Years 3 to 6. By Year 6, pupils recognise the significance of special books, such as the Holy Bible, the Holy Koran and the Granth Sahib. The curriculum is enriched by opportunities to visit the local parish church, a mosque and a gurdwara and by visits from the local parish priest and members of other faiths. By Year 6, most pupils have a secure understanding of the customs, practices and festivals of Christianity, Judaism, Hinduism, Islam and Sikhism. They are becoming used to discussing major spiritual, religious and moral issues in some depth. Pupils were observed defining the difference between the natural and the supernatural, and the relationships and contradictions between the Bible's account of creation in the Book of Genesis and the Big Bang theory for the creation of the universe. Discussion with Year 6 pupils confirmed that they value the challenges and opportunities to reflect on serious religious and moral issues during these lessons.
126. The quality of teaching and learning is satisfactory with many good features. Scrutiny of pupils' work confirms that learning proceeds at an appropriate pace overall. In lessons observed, teachers engaged in good discussions with pupils to consolidate and extend their knowledge and understanding. Pupils behaved very well, were sensitive to the contributions of others and worked hard. Teachers have secure knowledge and understanding of a range of faiths, as well as Christianity, and this helps to give pupils an understanding of different cultures and affirms the beliefs of the small number of pupils who come from those faiths. In the assemblies observed, good teaching made an important contribution to the topics being studied. Relationships between teachers and pupils are very good, enabling pupils to make comments with confidence and often with insight. Teachers' planning is thorough and closely based upon the requirements of the locally agreed syllabus, but current assessment procedures are not used sufficiently well to ensure that work builds on pupils' prior learning.

127. The co-ordinator only joined the school in September 2002 and has already provided a clear structure for future development. Planning is effective and covers all the expected areas. Assessment procedures are at an early stage of development and the co-ordinator has not yet been in a position directly to monitor standards of teaching and learning. Relevant priorities are contained in the school improvement plan. There is a satisfactory range of good quality resources and artefacts for religious education, which are supplemented by the local library service when required. These are used well to promote pupils' learning throughout the school. However, there is limited use of ICT to support pupils' work in religious education.