

INSPECTION REPORT

TOWN END JUNIOR SCHOOL

Alfreton

LEA area: Derbyshire

Unique reference number: 112639

Headteacher: Mr D Smith

Lead inspector: Ms J McKenna

Dates of inspection: 14 – 16 June 2004

Inspection number: 258222

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	213
School address:	Alfreton Road Tibshelf Alfreton Derbyshire
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Appropriate authority:	Governing body
Name of chair of governors:	Mr I Brentnall

Date of previous inspection: 8 March 1999

CHARACTERISTICS OF THE SCHOOL

Tibshelf Town End Junior School is an average size junior school in Tibshelf, near Alfreton in Derbyshire. The very large majority of pupils are white and all pupils are fluent in English. The proportion of pupils with special educational needs is below average and the proportion with statements is average, most of whom have moderate learning difficulties. The socio-economic circumstances of the local community are altering as more owner-occupied housing is built, but nevertheless they are below average currently, with a higher than average level of unemployment and a significant proportion of parents that are employed in low paid work. The proportion of pupils receiving free school meals is average. Pupils' attainment on entry to the school has risen over the last few years and is now above average, although for the current Year 6 pupils it was average and the year group had a higher than average proportion of pupils with special educational needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19694	M Kerr	Lay inspector	
18346	R Bristow	Team inspector	Mathematics Geography History Special educational needs
1744	J Thomas	Team inspector	English Information and communication technology Art and design Design technology English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **good** quality of education for its pupils. All groups of pupils achieve well and the standards they attain are above average overall. Teaching and learning are good. The headteacher's leadership is very good and has been instrumental in securing good improvement since the last inspection, resulting in effective provision in virtually all areas and some significant strengths. The good education and achievement is attained at a lower than average cost and the school provides **very good** value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is good and is similarly so for all groups of pupils whatever their prior attainment, gender, ethnic group or whether they have special educational needs.
- The headteacher provides determined leadership which motivates and influences others and creates a strong team spirit.
- Teaching is good. Lessons are made interesting and practical so that pupils learn well although occasionally tasks could be modified more specifically for different groups of pupils.
- Pupils have very good attitudes to their work, very good relationships and they behave very well.
- All pupils are extremely well known and valued as individuals and they receive very good personal support from staff.
- There are excellent opportunities for pupils to contribute to the life of the school which they participate in with commitment and maturity.
- The curriculum is enriched by a very good range of extra-curricular activities.
- Some aspects of assessment are not well enough developed, such as class teachers and subject co-ordinators not being sufficiently involved in the tracking of pupils' progress.
- Subject co-ordinators are not involved enough in monitoring achievement and teaching.

Progress since the last inspection has been good. The staffing problems identified then have been resolved. Strengths have been developed further and there has been improvement in virtually all areas of practice, including standards, teaching and pupils' achievement. The vision and commitment of the headteacher has been instrumental in ensuring that provision is consistently good, with some aspects very good and excellent. There is a strong commitment on the part of all staff and governors to bring about further improvement and a good capacity within the school to do so.

STANDARDS ACHIEVED

Achievement is **good** for all groups of pupils whatever their prior attainment, gender, ethnic group or whether they have special educational needs. It is good in all subjects where there was sufficient evidence to make a judgement, including English, mathematics, science, information and communication technology (ICT) and religious education, except for geography due to its organisation within the curriculum. Standards are **above average** overall and they are rising throughout the school. In the current Year 6, standards are above average in mathematics and science and average in English. However, the group contains a high proportion of pupils with special educational needs and all pupils are achieving well given their starting points. Standards are above average in ICT and religious education.

Results in National	all schools	similar schools
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Curriculum tests at the end of Year 6, compared with:	2001	2002	2003	2003
English	E	A	C	C
Mathematics	D	A	A	A
Science	D	A	B	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
 Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' behaviour, relationships and attitudes to school are **very good**. Provision for personal development, including spiritual, moral, social and cultural development, is **very good**. Attendance is **average** and punctuality is **very good**.

QUALITY OF EDUCATION

The quality of education provided is **good**.

Teaching and learning are **good**. Teachers have good subject knowledge, make lessons interesting and practical and involve pupils well, although occasionally they over-emphasise factual knowledge. The needs of pupils of all levels of prior attainment are equally well catered for and teaching assistants give very good support to targeted groups in literacy and numeracy, but sometimes tasks could be modified more for specific groups of pupils, for example those of higher and lower attainment. Assessment is **satisfactory**, with some aspects that are good but others that are not well enough developed. Teachers assess pupils regularly and have a good knowledge of how they are attaining, but do not analyse and use the information enough. Pupils' progress is monitored by senior managers but class teachers and subject co-ordinators are not involved enough in this.

The curriculum is **good** and is enriched by a **very good** range of extra-curricular activities. Provision of teaching and support staff is **good** and the curriculum is **well** resourced. Accommodation is **satisfactory**. The school makes **good** provision for pupils' care, welfare, health and safety. Support and advice to pupils are **good** overall; personal support and advice are very good and academic support and advice are good. There are **excellent** systems to involve pupils through seeking, valuing and acting on their views. The school's partnerships with parents and the community are **good** and links with other schools and colleges are **very good**.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall and governance is **good**. The headteacher provides **very good** leadership.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are **very positive** about the school and the provision it makes.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve aspects of assessment, ensuring that class teachers and subject-co-ordinators are involved in the tracking of pupils' progress and analysis of information about their performance, with greater use of the resulting information to modify teaching tasks, set targets for pupils and raise standards.
- Ensure that subject co-ordinators undertake more monitoring of teaching, learning, standards and achievement, analyse the outcomes and use the findings to inform action to promote improvement.

and, to meet statutory requirements:

- Ensure the minor reporting omissions in the school prospectus and governors' annual report to parents are rectified.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** for all groups of pupils and standards are **above average** overall.

Main strengths and weaknesses

- Pupils' achievement is good.
- Achievement is equally good for all groups of pupils whatever their prior attainment, gender, ethnic group or whether they have special educational needs.
- Achievement is only satisfactory in geography due to its organisation within the curriculum.
- The improvement in standards within the school is above the national trend.

Commentary

1. The test results of pupils at the end of Year 6 in 2003 were well above the national average in mathematics, above average in science and average in English. They were above average overall. These results showed the same pattern when compared with those from similar schools.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.2 (28.9)	26.8 (27.0)
mathematics	28.6 (29.2)	26.8 (26.7)
Science	29.4 (30.0)	28.6 (28.3)

There were 50 pupils in the year group. Figures in brackets are for the previous year

2. The standards attained by pupils in Year 6 during the inspection were above average in mathematics and science and average overall in English. The current group of pupils in Year 6, however, contains a higher than usual proportion of pupils with special educational needs, almost one in three, and this accounts for some slight reduction in overall standards from the previous year. In fact, standards vary considerably between different groups of pupils in the year group, especially in English. Higher attaining pupils are attaining standards that are above average, while many of those with special needs have standards that are below average. All groups of pupils are achieving equally well in all three core subjects, however, given their starting points. Standards in Year 6 in information and communication technology (ICT) and religious education are above average. In geography standards are average overall despite above average work being produced in lessons, due to the fact that the subject is not taught regularly enough which results in pupils' recall of geographical facts and processes and their skills of applying them when exploring different topics not being well enough developed. Standards in physical education are average, although again, they vary considerably and are above average for pupils with higher prior attainment in the subject. There was not enough evidence to make judgements about overall standards in other subjects, although work of good quality was seen in them.

3. Pupils speak confidently and listen carefully. Higher attaining pupils give good explanations while lower attaining pupils use speech less precisely. Pupils read with increasing fluency and accuracy. Higher attaining pupils read effectively for a broad range of purposes. Lower attaining pupils receive good support which enables them to use texts appropriately for specific purposes, although they generally do not read a variety of texts commensurate with their age and prior attainment independently. Pupils write effectively in different styles for a variety of purposes although higher attaining pupils write more sophisticated accounts of greater length. Pupils have good knowledge and understanding of number. They have good recall of table facts and their mental mathematical strategies are well developed. Lower attaining pupils can select appropriate strategies to carry out calculations, while those of higher prior attainment can choose from a wide range of methods to solve problems and can explain how they have arrived at their solution. Pupils have good levels of knowledge across all aspects of science and higher attaining pupils develop good levels of understanding of scientific concepts. Investigative skills are well developed although sometimes predictions and conclusions lack scientific detail. Pupils can use ICT well to find things out, develop ideas, make things happen and present and modify their work. Pupils demonstrate good knowledge about religions. Pupils' factual knowledge generally is above average, and their understanding is good overall, although occasionally in some subjects there can be an over-emphasis on acquisition of facts limiting the extent to which pupils use and apply knowledge to solve problems, make connections and develop higher order thinking skills.
4. The achievement of all groups of pupils is good. A variety of factors contribute to this, including good teaching based on a thoroughly planned curriculum and pupils' very positive attitudes towards their work and their learning. Pupils achieve well in English, mathematics, science, ICT, religious education and physical education. Achievement in geography is satisfactory due to the curriculum organisation. It was not possible to judge achievement in other subjects, although there is clear evidence of progression in pupils' acquisition of knowledge, understanding and skills in those subjects. A notable feature of pupils' achievement is that it is equally good for all groups of pupils whatever their prior attainment, gender, ethnic group or whether they have special educational needs. The school takes careful account of prior attainment and any special need in its provision for pupils. Teaching assistants' support is effectively targeted at specific groups of pupils in literacy and numeracy and this makes a significant contribution to the good achievement of these pupils and to their self-confidence as learners.
5. The improvement in standards within the school is above the national trend and there is evidence of rising standards throughout the school. The school sets targets for attainment some of which were exceeded last year, but targets for next year have been modified upwards and are now suitably challenging.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour, relationships and attitudes to school are **very good**. Provision for personal development, including spiritual, moral, social and cultural development, is **very good**. Attendance is **average** and punctuality is **very good**.

Main strengths and weaknesses

- Pupils are extremely positive about their teachers and the opportunities the school provides for them.
- Pupils willingly take on responsibility and are involved in the running of the school.
- The school has an extremely positive ethos and all pupils are welcomed and valued.
- A mutual respect characterises the very good relationships.
- Behaviour is very good and pupils are aware of what is right and wrong.
- Pupils' personal development is very good.

Commentary

6. The attitude of the pupils to school and to all aspects of their learning is very good. They are extremely positive about their teachers, appreciate the opportunities the school provides for them and are proud to be pupils at Town End Juniors. They are keen to succeed, enjoy their lessons, work hard and take pleasure in their achievements. They show their commitment to the school by participating willingly and enthusiastically in the excellent systems provided for them to take responsibility and be involved in the running of the school. All pupils appreciate the school council and members feel that they make a real contribution to school life, fully representing their peers' interests and opinions. Their management of a budget allocated to the school council and the well structured system for minuting meetings is developing their awareness of financial responsibility and accountability. 'Buddies' and prefects are well known to the other pupils and they take responsibility to prevent quarrels and unhappiness in the playground. They believe they have eradicated the occasional incidents of bullying from the school. The wild life garden is managed by a committee of enthusiastic teachers, friends of the school and pupils representing each age group. Pupils display impressive levels of maturity when participating in these arrangements. The school has a very good range of extra-curricular activities and pupils' active participation in these many opportunities result in them being involved more broadly in school life.
7. The school has an extremely inclusive ethos and all pupils are welcomed and valued. They feel that they are listened to and that their views are regarded as important. The talents and capabilities of all are fully recognised with the result that pupils' self-esteem is high, as demonstrated by lower attaining pupils and those with special educational needs often proclaiming "I'm good at tables" or "I can read well". Relationships between all groups of pupils and between pupils and adults are very good. A mutual respect characterises interactions, with incidental acts of kindness towards one another the norm. The very small number of pupils from minority ethnic groups and the larger group with special educational needs are very well integrated into the life of the school.
8. Pupils work and play well together, encouraged by teaching styles which require pupils to work in pairs and groups thus developing their co-operative skills. Behaviour in lessons, the playground and around school is very good. There have been no exclusions. The strong school ethos promotes high expectations of pupil conduct. There is a group of pupils in Year 6 who present challenging behaviour at times, and the school works tirelessly to support these pupils. The effectiveness of this is seen in their behaviour being indistinguishable from that of their peers most of the time.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	200	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	11	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. The opportunities for pupils to take responsibility help them to develop a good sense of the need to and benefits of contributing to their community. This extends to the environment and pupil's involvement in the 'Eco project' and the wildlife garden provides a personalised context for this. Pupils are very aware of what is right and wrong and activities in lessons such as personal, social and health education and religious education help them to develop an understanding of moral issues. They understand the need for school rules and mainly abide by them, and they enjoy being rewarded through the popular merit and award system. Pupils' spiritual awareness is promoted in a variety of ways, including through the good relationships the school has with local churches. An example of this was seen in a very positive assembly led by Year 4 pupils, where they demonstrated links between spiritual and domestic dimensions of baptism. Pupils are well informed about cultural and religious diversity and high quality displays portray positive images that enhance the environment. This helps to raise pupils' awareness that society is more diverse than the local community in which they live.
10. Attendance is in line with the national average due to a significant minority of pupils being taken on holiday during the term time. Punctuality is very good and is a reflection of the pupils' very positive attitudes to school and their strong interest in school life.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good**. Teaching and learning are **good**. Assessment is **satisfactory**. The curriculum is **good** and extra-curricular activities are **very good**. Resources and staffing are **good**, and accommodation is **satisfactory**. The school makes **good** provision for pupils' care, welfare, health and safety. Support and advice to pupils are **good** overall. There are **excellent** systems to involve pupils through seeking, valuing and acting on their views. The school's partnerships with parents and the community are **good** and links with other schools and colleges are **very good**.

Teaching and learning

Teaching and learning are **good**. Assessment is **satisfactory**, with some aspects that are good but others that are not well enough developed.

Main strengths and weaknesses

- Teachers have good subject knowledge and give clear and accurate information and explanations to pupils, although occasionally they over-emphasise factual knowledge.
- Teachers make lessons interesting and practical and ensure good participation through questioning and using paired and group work.
- Pupils of all levels of prior attainment are well catered for, although occasionally tasks could be modified more specifically for different groups.
- Teaching assistants give good support to targeted pupils in literacy and numeracy, although their support is less specifically targeted in other subjects.
- All groups of pupils learn well and have high levels of self-confidence.
- Teachers assess pupils regularly and know how pupils are attaining, but do not analyse and use the information gained enough, and class teachers and subject co-ordinators are not involved enough in tracking pupils' progress.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (21%)	22 (67%)	4 (12%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

11. The quality of teaching in the school is good and this plays a key part in pupils learning and achieving well. There is no teaching that is unsatisfactory, and it is good in almost 9 out of 10 lessons and very good in more than one in five. The teaching is good overall in all subjects where there was enough evidence to make a judgment.
12. Teaching is based on a thoroughly planned curriculum and teachers have good subject knowledge which means that pupils receive accurate information and detailed explanations of the topics or issues being studied which build on their previous learning. Teachers identify clear, specific objectives for learning for each lesson which they share with pupils, so pupils know what is expected from them and what they need to achieve to be successful. Teachers' carefully formulated and targeted questioning tests pupils' knowledge well, helps them to develop their understanding and ensures good participation. Teachers give clear instructions about tasks so pupils are clear about what they have to do which helps them to work independently. Teachers try hard to make lessons interesting and fun, using resources and artefacts well to stimulate pupils' interest. They use a good range of strategies and employ individual, paired and group work particularly well which helps the development of pupils' social and co-operative skills. This often results in high quality discussion between pupils, such as when Year 5 and 6 pupils were questioning each other when preparing accounts of a science investigation for presentation to the rest of the class. Teachers include practical activities where possible, and have successfully improved pupils' skills of independent working since the last inspection. Occasionally in lessons there is an over emphasis on promoting pupils' factual knowledge rather than maximising the opportunities to develop their understanding by applying knowledge or making it more relevant to their own lives.

13. A variety of strategies is adopted to meet the differing needs of pupils based on their prior attainment and for those with special educational needs. Most pupils are grouped by attainment for some subjects, such as literacy and numeracy, and in all subjects pupils are grouped carefully for different tasks and purposes. Teacher assistant support is targeted on lower attaining pupils and those with special educational needs in literacy and numeracy. This is usually in the form of enabling those pupils to participate in and complete the same tasks as other pupils the class. This support is effective and pupils benefit very much from it. On occasions, however, tasks are not modified enough to best meet their needs. Similarly, while the needs of higher attaining pupils are well catered for overall, there are occasions when extension activities or additional questions or points for them to think about would extend them even further. On the whole, however, pupils of all levels of prior attainment are well catered for. The support of teaching assistants is not as well targeted in the afternoon sessions as it is in literacy and numeracy in the mornings when they give specific support to targeted pupils according to identified need which helps their progress. In the afternoons they usually give more general support within classes, and, while making a useful contribution, they do not focus on helping individual pupils with identified weaknesses or strengths in different subjects make progress.
14. Relationships between pupils and with teachers are very good with mutual respect evident. Pupils are keen to please their teachers and want to succeed, and they work very hard and behave very well. Teachers and assistants create a very positive climate for learning in classrooms; they are supportive and encouraging and the self confidence of all groups of pupils is high as a result.
15. Assessment is satisfactory overall. Some aspects are good. Pupils receive good verbal feedback from teachers about their work in lessons. Marking gives further feedback and often, but not always, information to pupils on how they can improve their work. Pupils' work is more formally assessed in every subject at least every term and so teachers have a good knowledge of how individual pupils are attaining. The headteacher and deputy headteacher undertake some analysis and tracking of pupil's progress in literacy and numeracy, and this information is used to deploy teaching assistants and organise how pupils are grouped. Class teachers and subject co-ordinators do not play a full enough part in tracking pupils' progress, however, and there is not enough analysis and use of the assessment information that is collected overall. Target setting for individuals and groups of pupils is under-used as a tool for promoting improvement. The school plans to introduce a computerised system for assessment and tracking progress in the near future and this should help them make the improvements required.

The curriculum.

The curriculum is **good** and is enriched by a **very good** range of extra-curricular activities. Provision of teaching and support staff is **good** and the curriculum is **well** resourced. Accommodation is **satisfactory**.

Main strengths and weaknesses

- The curriculum provision for all pupils has improved and is now good overall.
- Improving provision for the development of skills and knowledge in geography remains a priority.

- There are very good opportunities for enrichment of the curriculum outside the normal school day.
- Provision for personal, social and health education is good.
- The provision of support for pupils with special educational needs in literacy and numeracy is very good.

Commentary

16. The curriculum provided for pupils overall is good. It is broad and well balanced overall, although the time allocated to geography is insufficient, with topics not covered frequently enough to ensure good levels of development and recall of geographical knowledge and skills. Planning is undertaken carefully to ensure appropriate coverage of the National Curriculum, and takes into account the fact that there are mixed age classes to avoid any unnecessary repetition of learning. Governors monitor the curricular provision and ensure that statutory requirements are met fully, including the provision of collective worship. Religious education follows the recommendations of the locally agreed syllabus. The provision for personal, social and health education is good and aspects of citizenship are included. An appropriate homework policy guides the setting of homework to supplement the curriculum and contribute to pupils' learning.
17. An innovative approach is taken towards the curriculum, while ensuring that National Curriculum requirements are met and there is sufficient attention to developing pupils' basic skills. The national strategies for literacy and numeracy are implemented well, and pupils are grouped by attainment for these subjects which helps to ensure that the needs of different pupils are well met. Other projects that the school is involved with, such as the environmental 'Eco project' help to broaden pupils' knowledge and understanding of important issues and add interest to the curriculum for them. The school also works with the local cluster of schools on aspects of curriculum development. Recent projects have successfully focussed on improving pupils' speaking and listening and writing skills.
18. The curriculum has been enriched considerably by very popular and well attended activities in addition to those experienced during the normal school day. There are many opportunities for pupils to develop a wide range of sporting skills, including opportunities for competitive team games both within the school and with other schools. During the inspection a very popular 'Euro Championship' football competition was taking place at lunchtimes. A wide range of other clubs is offered, including art, music and a very successful chess club. There are regular school productions which give pupils opportunities to develop and display their artistic, musical and dramatic skills. Visitors from the local community, theatre groups, artists and sculptors have contributed to the very good range of experiences available to pupils. Well planned visits enhance pupils' learning by giving valuable insights into topics in history, geography and religious education, for example. Residential visits provides invaluable opportunities to broaden the experiences of pupils in Years 5 and 6 and make a good contribution to the development of their personal and social skills.
19. The curriculum provided is extremely inclusive, with all pupils, whatever their gender, ethnic group, level of prior attainment or any special need they may have, able to experience all activities. All have full access to the statutory curriculum and there is good participation in other activities. A very good level of teaching assistant support is provided to ensure that pupils with special educational needs have, and can benefit

from, the same curriculum as other pupils. This is particularly effective in literacy and numeracy.

20. The provision of teaching staff and support staff is good, and enable the curriculum to be effectively taught. Staff are deployed to match the needs of different groups of pupils well, especially in literacy and numeracy, where a great deal of support is offered to small groups of pupils which helps them to achieve well. Professional development for staff, including teaching assistants, is good.
21. The provision of resources to support learning is good and they are used well by teachers and pupils.
22. Accommodation is bright, attractive, well maintained and used well, but is limited by insufficient space for the numbers of pupils on roll. The library, which houses the computer suite, has to be used as a classroom and this limits access to these resources for teaching purposes. Arrangements are made for classes to swap rooms so the library and computers can be used by others, but this inevitably causes some disruption. The hall is very heavily used for a wide range of purposes, including assemblies, physical education, small group support work, peripatetic music teaching, dining, and a range of extra-curricular activities. In some rooms, more than one activity has to take place at the same time, such as a booster class and an ICT lesson in the library, and several support groups in the hall at once. The staff room is also used for support work. The building of an extra classroom, due in autumn 2004, is planned to help to tackle some of these problems. Outdoor accommodation is good, with a large playing field and a wild life garden.

Care, guidance and support

The school makes **good** provision for pupils' care, welfare, health and safety. Support and advice to pupils are **good** overall although personal support and guidance are very good. There are **excellent** systems to involve pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- Pupils are very well known to staff and they receive very good personal support and guidance.
- The systems on which academic support and guidance are based are not well enough developed in all areas.
- Arrangements for monitoring the progress of pupils with special educational needs are very effective.
- There are very good induction and transition arrangements for pupils coming into and leaving the school.
- The school takes pupils' views very seriously and there are genuine and very effective opportunities for them to contribute to school life.

Commentary

23. Pupils' welfare receives a high priority. Risk assessments are regularly carried out so that the buildings and grounds provide a safe and pleasant environment for pupils. All staff are aware of the child protection procedures in place, although the leadership and

management of this area are in a state of transition, and the new child protection coordinator has not yet received training. Effective interim arrangements are in place.

24. The school community is a close one with some staff and governors having been connected with the school for many years and, as a result, pupils and their families are very well known. The setting and grouping arrangements mean that all children are taught by more than one teacher and many are also taught by support assistants and this extends the extent to which adults and pupils know each other well. The very good relationships which exist within the school mean that pupils feel comfortable approaching adults and all feel confident that their best interests are at the centre of school life. They trust adults and feel able to take problems to them, and this is helped by the open discussion that takes place within personal, social and health education lessons. These positive features mean that pupils receive very good and well-informed personal support and guidance. Teachers are aware of and are sensitive to issues affecting individual pupils such as the implications of being in public care or being one of a very small number from minority ethnic groups.
25. From the regular assessments of pupils there is good knowledge of the standards they are reaching. Their progress is monitored by the deputy headteacher who is also the assessment co-ordinator, especially in English and mathematics. Some good use of this information is made to help meet pupils' needs through the organisation of sets and deployment of teaching assistants. The fact that class teachers are not involved in tracking pupils' progress against specific targets limits the extent to which they can give fully informed feedback and guidance to pupils on how they should improve their work. Similarly, the fact that subject co-ordinators do not monitor pupils' standards and progress comprehensively enough means that action to promote improvement in their subject areas is not fully informed. Sharpening pupils' understanding of how well they are doing and how they might improve through the setting of targets for them is not well developed.
26. The exception is for pupils with special educational needs, who do have clear targets and plans for progress on a step by step basis. These are shared with pupils and revised half-termly. Their progress towards the targets is monitored and is used well to inform the teaching and support they are given both within the school and from outside agencies where appropriate. Overall progress is reviewed annually and improvement plans are modified accordingly. Parents and pupils are present at reviews and their input and views are welcomed. Statutory requirements for pupils with special educational needs, including those with statements, are fully met.
27. The school has very good induction and transition arrangements for pupils coming into and leaving the school, helped by the close relationships with the other local schools. Parents and pupils praise the arrangements, and cite examples such as the "buddy" system and the fact that Year 3 pupils act as pen-pals to pupils in Year 2 in the infant schools as active steps taken by the school to make children feel comfortable and welcome. Arrangements are modified according to the needs of particular year groups of pupils. For example, there has been extra liaison with the secondary school about the additional support required by the group of challenging pupils in Year 6 and a specific programme to meet their needs when they move schools has already been planned.
28. There are excellent systems to involve pupils through seeking, valuing and acting on their views. The school council has proved to be a particularly effective way to find out

and act upon pupils' views in a way that involves them and makes them feel valued. The system has a good, formalised flow of information to and from class councils to the school council, giving all pupils the opportunity to air their views. The fact that the school council manages a budget allocated to it increases its status and importance. Members passionately believe that they influence management decisions, citing the new football kit as an example. The management of the wild life garden by a committee of staff, other adults and pupils is another way that pupils' contributions are sought and valued, as are the 'buddy' and prefect systems. These opportunities greatly increase the commitment to the school by pupils.

Partnership with parents, other schools and the community

The school's partnerships with parents and the community are **good** and links with other schools and colleges are **very good**.

Main strengths and weaknesses

- Parents' views about the school are very positive.
- Although parents receive much information about the school, there are some omissions in the information in the prospectus and annual report and parents do not routinely receive information about the curriculum their children will be covering.
- Pupils benefit from the good links with local businesses and churches.
- The school works very well with other local schools on issues such as curriculum development and the arrangements for pupils moving schools.

Commentary

29. Parents are very positive about the school and the provision it makes for their children. The school seeks the views of parents and takes these into account in a variety of ways, such as when developing the school improvement plan and planning extra-curricular activities. There is a formal contact with parents about pupils' progress in the first and third term and an informal opportunity for parents to talk to class teachers in the second term. These arrangements, along with the 'open door' policy and a drop in session after school once a month give parents a good amount of time to consult with the headteacher and classteachers. There is more regular contact with parents of pupils with special educational needs. The school and parents work well together through the Friends of the School Association to raise funds for the school and provide social opportunities for pupils. Relatively few parents volunteer to help in the school on a regular basis, some because of work commitments, but they do help with visits out of school.
30. Informative general newsletters are sent to parents half termly and other letters are sent out to inform parents of specific activities and events. The school prospectus and governors' annual report to parents provide much detailed information to parents about the life and work of the school but there are a few omissions in the information which should be provided for parents. Annual reports on pupils' progress give parents a good overview of what their children are able to do and what they have achieved but targets for where pupils need to move onto next in their learning are not set on all. Parents do not receive information about the curriculum their child will be covering as a matter of routine.

31. The school has good links with the local community to support the curriculum, especially in history, geography and religious education. Sponsorship from local businesses has supported the development of the garden and wild life area and the probation service and local fire service have also assisted in its creation and upkeep. All the community churches are involved in leading assemblies at the school and this has helped to develop the good spiritual awareness of pupils.
32. The school works very well with its local cluster of schools on a variety of issues, including curriculum development projects and transition arrangements for pupils. These very good relationships and the high level of co-operation and support that exists significantly improve the quality of links between the schools to the benefit of pupils. University students are welcomed into the school on teaching placements.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher provides **very good** leadership. Governance is **good**.

Main strengths and weaknesses:

- The headteacher has a very good vision for developing the school.
- Teaching and non-teaching staff operate as an effective team and are encouraged to develop professionally.
- The shared commitment to including all pupils in the life and work of the school is excellent.
- Subject co-ordinators play a good role in improving provision in their subjects, although their involvement in monitoring is not well enough developed.
- Governors support the school well and help to shape its direction.
- Financial planning and management are very good.

Commentary:

33. The headteacher provides very good, determined leadership. He has a very clear vision for the development of the school that has resulted in many improvements since the last inspection. Significant amongst these is the creation of a stable and effective team of staff, empowered to make decisions and who contribute to continuous improvement well. He motivates and influences staff and pupils alike, creating a strong team spirit and inspiring a clear commitment to the school and the pupils. There is an extremely positive and inclusive ethos, with all pupils being treated and valued equally. The school has a good capacity for further improvement.
34. Management is good. Staff, governors and parents all contribute to the identification of priorities for development, resulting in an effective school improvement plan. The performance management of staff is effective and all, including non teaching staff, have targets for improvement. Management teams have been created to advance standards in English, mathematics and ICT and these work well. Subject co-ordinators play an active part in the development of their subjects and monitor planning and pupils' work, but do not yet monitor teaching and learning and do not all fully analyse the outcomes of monitoring or act upon the findings to promote improvement in specific aspects of their subject areas. Senior managers are involved in tracking pupils' progress and analysis of performance data, but other managers are not sufficiently involved in these aspects of

work. Although responsibilities for special educational needs are shared between two members of staff which is unusual, the resulting arrangements are effective. Self evaluation is becoming an increasingly effectively used tool to identify areas for improvement, and involves seeking the views of parents and pupils. Areas requiring improvement within the school are known about and there are plans in hand to tackle them, along with plans to develop strengths even further.

35. Governors support the school well and have good knowledge of its strengths and weaknesses. There are minor omissions in the information reported to parents in the school prospectus and in the governors' annual report to parents; otherwise, all statutory duties are met. Key governors have strong relationships with staff which helps them to hold the school to account and to question proposals constructively. Governors have had training on the role of being a 'critical friend' to the school and this aspect of its work is starting to develop. Good curriculum links have been established as priorities have emerged. Financial planning is very good with the application of best value principles integral to decisions about priorities and their funding and a consideration of what will be of most benefit to pupils central to governors' thinking. Finance is managed and targeted very effectively and the most recent audit report is very positive.
36. Given that the school provides a good quality of education with some significant strengths that enables pupils to achieve well at a lower than average cost, the school provides very good value for money.

Financial information for the year April 2003] to March 2004

Income and expenditure (£)	
Total income	439,987
Total expenditure	444,860
Expenditure per pupil	2,366

Balances (£)	
Balance from previous year	24,554
Balance carried forward to the next	19,681

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2

ENGLISH

English

Provision in English is **good**.

Main strengths and weaknesses

- All groups of pupils achieve well in English throughout the school.
- Teaching is good. Teachers have good subject knowledge and create a very positive climate for learning, although tasks are not always modified for different groups of pupils.
- Pupil's attitudes to work are very good and they are keen to do well.
- Class teachers are not involved enough in tracking pupils' progress.
- Subject leadership is good, but the monitoring teaching is not comprehensive.

Commentary

37. The 2003 national test results were in line with national average overall, although the proportion of pupils gaining the higher National Curriculum level 5 was above average. The results were in line with those of similar schools overall, and well above average at level 5. The overall standard in the present Year 6 is in line with national average although it varies significantly for pupils of different levels of prior attainment. Higher attaining pupils are achieving standards that are above average. There is a significant proportion of pupils with special educational needs in the year group, however, almost one in three, and the standards they are achieving are below average.
38. Standards in speaking and listening are in line with the national average overall. All pupils listen well to instructions and are able to talk knowledgeably about what they have learned in the lessons. Higher attaining pupils respond well to clear teacher exposition, effective prompts and questioning to give good explanations and use advanced language skills with confidence. Lower attaining pupils do not reach national expectations, using speech less precisely, although they benefit from good support that is expertly used to promote well-focussed dialogue.
39. Standards in reading are in line with the national average overall. Pupils read with improving fluency and accuracy. Higher attaining pupils effectively use a variety of texts to read for a broad range of purposes. Higher attaining pupils in Year 6 showed a very good critical analysis of the language used by different authors to create character and mood achieving standards that were well above average. Lower attaining pupils receive good support, but generally do not independently read texts commensurate with their age for information and enjoyment.
40. Standards in writing are in line with the national average overall. Pupils write for a variety of purposes and use a range of genres. Higher attaining pupils reach an above average standard. They choose words imaginatively and precisely to meet the needs of various audiences. They spell well and use well punctuated complex sentences effectively to produce lively, interesting writing, such as when they write the school newspaper. The writing of lower attaining pupils, while having correct basic grammatical structure and containing the main features of different forms of writing, does not use complex sentences and tends to be

short in length. Standards of handwriting are good. Pupils take pride in their work and present it well.

41. The achievement of all pupils is good throughout the school. There is no variation in the progress of pupils with different learning, social or cultural need. The very effective support provided for pupils with special educational needs results in them achieving well in relation to their prior attainment. Arrangements for grouping pupils by attainment are meeting the pupils' learning requirements well in English. Aspects of the subject have been and continue to be a priority for development and action taken has been effective with evidence of rising standards throughout the school.
42. Teaching and learning are good. Teachers have good exposition and questioning skills that improve pupil's speaking and listening skills and extend their knowledge base. The very positive climate created by teachers and effective behaviour management strategies ensure that pupils fully engage with the teaching. Teachers show a good command of the subject, and often use imaginative approaches to engage pupils, such as when a teacher asked Year 4 pupils to help her improve her 'homework', in order to model the task they were to do and extend pupils' understanding of the use of adjectives. The pupils thoroughly enjoyed 'helping' their teacher and they learnt very well in the process. Although there is good planning to meet pupils' different needs overall, all pupils within a class generally undertake the same work. While teaching assistant support is effectively targeted at lower attaining pupils and those with special educational needs to enable them to undertake set tasks, there are times when modification of tasks to consolidate or extend understanding would improve learning. Homework is appropriate. Pupils work very hard in English and are keen to do well. They concentrate and take pleasure in their own and others' success. They work very well together in pairs and groups and this helps in the development of their speaking and listening skills. Behaviour is very good. Ongoing assessment takes place but is not used fully to promote further improvement, although the recently introduced system for assessing writing is resulting in more rigorous tracking of pupils' progress.
43. Accommodation for English has limitations. The joint library and ICT suite currently has to be used as a classroom. Although arrangements are made for the swapping of classes to give pupils some access to the library in lesson time and pupils' library skills are being developed, access is nevertheless restricted. A new classroom is due to be built soon which should alleviate the problem.
44. Co-ordination of the subject is good. The subject leader has a high level of knowledge and expertise is a strong role model. She has a clear understanding of strengths and areas for development in the subject which informs the good improvement plan. During the two years she has led the subject she has monitored and tracked pupils' progress across the whole school. This information is used effectively to ensure that additional support for pupils with special educational needs is well organised and that grouping arrangements are appropriate. However class teachers are not involved enough in monitoring and tracking pupils' progress which limits action taken to promote improvement. Although there is some monitoring of teaching it is not comprehensive and restricts the breadth of analysis that is done. Since the last inspection significant improvements have been made. Standards are rising across the school, pupils' achievement is good and teaching is good overall.

Language and literacy across the curriculum

45. This has developed well since the last inspection and good opportunities are given for pupils to use their literacy skills throughout the curriculum, resulting in above average standards throughout the school as a whole. The frequent opportunities for pupils to work with partners are enhancing their speaking and listening skills in a way that positively develops subject

specific language and thinking. There is reading of a good variety of texts. Clarity and accuracy in writing is sometimes promoted well in other subjects, such as in science when pupils write accounts of their experiments or understanding of scientific concepts in their own words, but the use of worksheets and some copying of notes restricts opportunities for independent writing overall. A good example of literacy being promoted in extra-curricular activities took place when some pupils acted as sports journalists at the 'Euro 2004' football competition, writing accounts of the matches for the school newsletter. Pupils use ICT across the curriculum to present information in different forms and to refine the quality of their work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Achievement is good for all pupils regardless of age or ability.
- Standards are above what is expected nationally by the age of eleven.
- Teaching and learning are good overall and pupils enjoy mathematics. Tasks are not always modified for different groups of pupils.
- The leadership of mathematics is very good.
- Thorough assessment procedures are in place although marking does not always inform pupils of how to improve their work.

Commentary

46. Standards in mathematics have improved significantly since the last inspection and the test results of pupils at the end of Year 6 in 2003 were well above average when compared with all schools nationally and also with schools of a similar nature. Findings during the inspection indicate that standards attained by pupils in the present Year 6 are above the national average. This apparent fall in standards is explained mainly by the fact that a high number of pupils in the year group, almost one in three, are on the register of special educational needs. In fact, records of pupils' progress clearly indicate that the current Year 6 pupils have achieved well during their time in school.
47. Higher attaining pupils in Year 6 are reaching standards at the higher National Curriculum level five. Their understanding of mathematics is very good. They choose from the wide range of strategies taught to solve problems and can explain how they have arrived at their solutions. They demonstrate impressive skills to estimate and then calculate square roots of four figure numbers before checking for accuracy. Pupils of lower prior attainment use sound strategies to carry out their calculations. A good understanding of place value enables pupils to use all four operations to two places of decimals. Mental skills are well developed and lower attaining pupils are eager to demonstrate their good recall of table facts, although they sometimes have difficulty remembering other aspects of prior learning, especially in test conditions. Pupils can use computer technology to record data and to improve mental skills.
48. The achievement of all groups of pupils in mathematics, whatever their gender or level of prior attainment, is good across the school. There is evidence of well above average standards in other year groups, where there are fewer pupils with special educational needs. A notable feature is the effective targeting of teaching assistants to support

pupils of lower prior attainment which enables them to acquire and apply similar skills to their peers at an appropriate pace.

49. Teaching and learning have improved since the last inspection and are now good. Effective planning ensures that all pupils in each year group experience the same good range of mathematical experiences. Teachers have secure subject knowledge and give a high priority to teaching pupils to use and apply skills. Pupils benefit from being challenged in sets where the pace of learning is better matched to prior attainment than it was at the time of the previous inspection. Teaching assistants are well qualified and support specific groups and individuals well. Generally, all pupils within a class receive the same teaching input and undertake similar tasks and the fact that tasks are not usually specifically modified to closely match the particular needs of groups occasionally slows their progress. Pupils of all levels of prior attainment share the enthusiasm of their teachers for the subject and enjoy mathematics. Teachers and teaching assistants develop pupils' confidence in the subject successfully. Pupils' behaviour is very good and their eagerness to do well and complete tasks contributes to the good quality of learning. In the few cases where teaching is less effective but nevertheless satisfactory, introductions are too long, giving pupils less time to complete tasks.
50. The subject co-ordinator leads and manages mathematics very well and has contributed significantly to the improvement in standards over the last three years, helped by effective professional development for staff in the subject. Teaching and learning are monitored and this process results in the identification of areas for development. Good action plans for development are written which feed into the school improvement plan each term. Thorough assessment procedures are applied consistently well. The co-ordinator has analysed test results for each year group in order to produce group targets for improvement. Other staff are not yet sufficiently involved in such analysis however, and pupils are not set individual targets for improving their work. Not all marking informs pupils of how they might improve.

Mathematics across the curriculum

51. Pupils' use of mathematical skills to support their learning in other areas of the curriculum is good. Charts, tables and graphs are used well to record results and investigations in science. Pupils use co-ordinates, scales and graphs in geography and timelines in history well.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The coverage of the curriculum is thorough, resulting in pupils having above average levels of factual knowledge.
- The increased emphasis on investigative work is improving pupils' experimental skills, although there is scope for further improvement.
- The teaching of science is good resulting in pupils' steady gains in knowledge and their enjoyment of the subject, although tasks are not always matched closely enough to pupils' specific needs.

- The leadership of the subject is good, although monitoring is not yet well enough developed.
- The wildlife garden is a positive resource and its use makes a good contribution to pupils' scientific learning.

Commentary

52. Test results at the end of Year 6 in 2003 were above average, both in relation to the national average and when compared with the results of similar schools. The standards of pupils currently at the end of Year 6, although not quite as high as in 2003 due to the high proportion of pupils with special educational needs in the group, are nevertheless also above average. Pupils have good levels of factual knowledge across all areas of science. For example, they accurately name the characteristics of living organisms, identify pond animals using keys, describe the properties of different materials, and identify the components of an electrical circuit. Higher attaining pupils are developing good levels of understanding of scientific concepts. They can explain why the bulbs in some circuits will light up but not in others, relating it to the flow of current. The explanations given by lower attaining pupils, while often broadly correct, are less detailed. Pupils' have sound practical skills. They can follow instructions, measure with a good degree of accuracy and record results appropriately. Pupils' investigative skills are above average overall. When given a problem they can make predictions, devise experiments to test their hypotheses, carry them out and draw conclusions from their findings. However, predictions do not often contain a scientific reason and conclusions rarely contain a scientific explanation. Lower attaining pupils sometimes confuse aspects of their work, such as relating conclusions of an investigation to the effect of duration of exercise on pulse rate, when in fact it was the effect of intensity of exercise that was being investigated.
53. Standards attained indicate good achievement by all groups of pupils, including all levels of prior attainment, those with special educational needs and those from minority ethnic groups. They make steady gains in their knowledge in particular, but also in their understanding and in the development of their practical and investigative skills.
54. The teaching of science is good. Teachers plan carefully. They give clear explanations about both the science being studied and activities so that pupils are clear about what is expected of them and are equipped to carry out required tasks. They make lessons interesting and fun which motivates pupils. There is a good emphasis on practical work and this engages pupils and encourages participation. Teachers usually set group work and this results in some detailed and high quality discussion which helps pupils to develop their understanding, as seen when Year 5 and 6 pupils were discussing the findings of their investigations into whether plants need light to survive. Teachers consolidate learning well at the end of lessons. In general, all pupils carry out the same task and these are not always matched closely enough to pupils' specific needs, despite some good support by teaching assistants. Teachers do not pose the question 'why' often enough as a matter of routine to pupils and thus opportunities to develop and sharpen pupils' scientific thinking at times other when they are carrying out investigations are sometimes missed. Nevertheless, pupils' learning in science is good.
55. The curriculum is thorough and is being improved by the increasing emphasis on investigative work. Assessment is regular, and the use of tests which relate directly to National Curriculum levels is helping teachers to gauge pupils' attainment accurately.

However, there is not wide enough involvement in it or analysis and use of the outcomes. The subject is well resourced and the wildlife garden, which is used well by teachers and very much enjoyed by pupils, is particularly valuable in promoting pupils' understanding of plants, animals and ecology.

56. The leadership and management of science are good. Action has been taken to improve provision such as by developing the curriculum to ensure that investigative science is covered more thoroughly and improving the way pupils are assessed. Some monitoring takes place, but this is not yet thorough enough and there is not yet enough analysis of outcomes to fully inform plans for improvement. There has been good improvement overall since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is good.

Main strengths and weaknesses

- The improved curriculum planning and provision of resources is having a positive impact on standards, although there are limitations in the accommodation.
- Teaching is good and pupils achieve well.
- ICT is a very popular subject and pupils' attitudes to learning are very good.
- The leadership of the subject is enthusiastic and positive, although teaching and pupils' progress are not monitored sufficiently.
- Good links have been established with other subjects.

Commentary

57. The standards attained by pupils by the end of Year 6 are above national expectations and standards are rising throughout the school due to improved planning and resourcing of the subject in the past few years. Pupils use ICT well to find things out, develop ideas and make things happen. For example, pupils in Years 5 and 6 confidently use the 'Textease' programme to produce a classroom plan to solve specific problems such as use, resource and capacity. Year 3 pupils can give commands to make a repeating, tessellating pattern. Pupils of all ages can access, organise, save and print their work, and older pupils are able to do this in a more informed and critical way. For example, Year 6 pupils have produced a well-edited newspaper with imported camera images that show very good audience awareness. Pupils' skills of exchanging and sharing information are less well developed than other aspects of their ICT work in the lower school. This is because 'broadband' access to the internet and a 'learning platform' to enable staff and pupils to access learning programmes and save their work centrally have only been available since March 2004.
58. Pupils' achievement in ICT is good, as shown by the rising standards throughout the school. Girls and boys of all levels of prior attainment, including those with special educational needs, are making good progress in their knowledge and understanding of ICT and are developing their skills of using it in their work across the curriculum well.
59. The teaching of ICT is good. It is based on thorough planning, especially in Years 5 and 6 where the curriculum is planned by the ICT co-ordinator. Teachers explain tasks carefully, and ensure that pupils understand the ICT skills being focussed on. By ensuring that pupils have the knowledge necessary to undertake activities set, pupils

work with confidence and their learning is good. Teachers focus successfully on developing pupils' skills of working independently. Lessons are practical, and this greatly enhances pupils' enthusiasm for the subject. ICT is a very popular subject and pupils work hard in their lessons.

60. The planning of the subject is good, and promotes the systematic acquisition of pupils' ICT skills in line with the requirements of the National Curriculum. There is a good number of computers, including lap tops, and a good range of other equipment and software. All teachers and teaching assistants have had training which has resulted in them using the resources effectively. ICT is used well to promote inclusion and a computer club has been set up to meet the needs of pupils who do not have a computer at home. All of this is having a positive impact on standards. However, the fact that the library where the computer suite is situated currently has to be used as a classroom is limiting the availability of computers for use in lesson time. The school has arrangements in place to attempt to compensate for this but it inevitably places some restrictions on its use for teaching and learning purposes.
61. The leadership and management of ICT are good with a clear, planned focus on improving provision through developing resources and staff expertise in using them. The focus has been on ensuring full coverage of the curriculum and the expansion of resources to enable effective delivery. This has been successful. Curriculum planning is monitored but as yet assessment is not developed and standards, progress and teaching are not monitored and evaluated and so plans for improvement are not as informed or as comprehensive as they might be. The provision for ICT has improved significantly since the last inspection and the co-ordinator has a clear view on how ICT can raise standards across the curriculum.

Information and communication technology across the curriculum

62. ICT is transforming teaching and learning across the curriculum, and has significantly improved over the last two years. It has greatly enhanced the provision for English as the standards of writing have been improved by the pupils' use of word processing skills to edit and refine their work. Good use is made of ICT in science to improve the quality of experimental work, such as using it to record the alterations in pulse rate caused by exercise and to display the findings graphically. In art, the colour, pattern and space work shows good ICT generated patterns. Software to support curriculum subjects is clearly identified and its use is included in the planning for each year group.

HUMANITIES

Geography

The provision for geography is **satisfactory**.

Main strengths and weaknesses

- Time for and frequency of developing geography skills is limited and this results in pupils' achievement only being satisfactory over time.
- The revised curriculum plans for more regular gains in skills and knowledge.
- Teaching in the lessons observed was good.
- The quality of provision and standards attained by pupils are not yet monitored effectively.

Commentary

63. Standards in geography are in line with national expectations overall. Pupils' work shows a satisfactory understanding of comparisons of human and physical characteristics of Tibshelf with Skegness, and pupils have a secure sense of differences when investigating Kenya. Pupils use sound mapping skills when exploring the local environment, sketch maps and use keys and symbols correctly. Pupils in Year 5 and 6 interpret aerial photographs well and translate their findings accurately. Pupils in Year 4 observed studying rivers and erosion used vocabulary such as meander, erosion, source and estuary accurately. They enthusiastically tracked the River Derwent from its source to the River Trent and the standards they reached were above average. However, there is insufficient time allocated to geography and the intervals between coverage of geography topics, often two terms in length, is too large. This means that, although the standards reached in individual lessons are above average, overall standards are average as knowledge and skills are not reinforced or developed frequently enough. Pupils' recall of geographical facts and processes and their skills of applying them when exploring different topics are limited as a result. Pupils' achievement in individual lessons is good, but is only satisfactory overall.
64. It was only possible to observe two lessons. Teaching in both lessons was good and a wide range of resources was used which helped to promote good learning. Pupils were fascinated with the interactive CD-Rom which allowed them to experience river development over a thousand years. There was excitement and wonder when the estuary changed to a delta before their eyes. The curriculum is supplemented by some good residential experiences. A recent visit for older pupils, for example, has enabled them to observe river development and rock formations at first hand which has improved their understanding of the geographical concepts.
65. Geography is well planned and taught but the fact that it is not covered frequently enough to ensure that pupils' understanding is adequately reinforced is a weakness. The two year plans for geography have been improved to extend coverage and new guidelines match national requirements. Although the co-ordinator has undertaken some helpful developments in planning the subject recently, leadership and management are satisfactory overall as they have not yet ensured appropriate coverage of the subject and the quality of provision and standards attained by pupils are not yet monitored effectively.

History

66. It is not possible to make an overall judgement on the quality of provision of history as it was not possible to observe any lessons during the inspection. However, pupils' previous work was looked at and there were discussions with the co-ordinator and with pupils. Evidence indicates that standards are at least in line with what is expected nationally by the age of eleven, and there is much good work. Planning indicates sound coverage of National Curriculum requirements, with pupils' skills and knowledge built upon year-on-year. Pupils have been introduced to the ancient civilisations of Egypt and Greece and are aware of the legacies handed down, such as the Olympic Games. They realise that the past can be divided into periods. Pupils in Years 3 and 4 have studied 'Settlers and Invaders' and pupils have a growing appreciation of chronology. There are some good cross-curricular links which help to develop pupils' understanding. An investigation of settlements has been closely linked to studies of rivers in geography.

Opportunities have been missed to develop pupils' literacy skills and higher order historical understanding. Writing is often confined to reporting of events rather than exploring personal views or analysing bias in accounts of events.

67. Visiting theatre groups have provided workshops on 'life in other times' and have helped pupils to appreciate similarities and differences between different periods. The curriculum has been enriched by visits which have added another dimension to teaching and learning. The Eden Camp has provided a greater understanding of World War 2 for pupils in Years 5 and 6. Pupils in Years 3 and 4 have been encouraged to appreciate life in Tudor times by experiencing Tudor cooking and crafts at a nearby history centre. Pupils in Years 5 and 6 have a good knowledge of the local area and have traced the development of 'Tibecel' from the Doomsday Book. People living in the area have been invited into school to share their experiences of the local community with pupils. Historical enquiry is well developed with pupils researching information using texts, CD-Roms and the internet. Resources are good and are well managed by the co-ordinator and their accessibility to staff has been improved and is now good. She monitors planning and reviews pupils' work but has not yet contributed to the raising of standards by monitoring teaching and learning. Procedures for assessment are at an early stage of development.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Students achieve well in the subject.
- Teaching is good although teachers do not give enough emphasis to making links between religious beliefs and principles and pupils' own views and lives.
- Resources and artefacts are well used to support the curriculum and add interest for pupils.
- Visits out of school and visitors into school enhance the curriculum.
- Teaching is not monitored enough and pupils' progress is not tracked or analysed.

Commentary

68. The standards attained by pupils in Year 6 are above the expectations of the locally agreed syllabus overall. Pupils' factual knowledge about religion is particularly strong. Students learn about the main features of major religions. They know about the history of religions, their main characteristics, rituals and ways of worshipping, as well as the effect of different religious beliefs on followers' daily lives. Some links are made between religions, such as similarities and differences between rites of passage, places of worship and symbols, but in general these could be emphasised more strongly. While pupils are able to make connections between aspects of faith and their own beliefs, views and lives, standards in this aspect of the curriculum are not as high as in factual knowledge.
69. Pupils achieve well in religious education across the school. Groups of all levels of prior attainment, including those with special educational needs, make good progress in their knowledge about religion, and they develop an understand of religion in terms of their own lives although this aspect is not yet strong.

70. Teaching is good. Lessons are clearly planned and the purpose of each lesson is made very clear to pupils. There is usually a specific focus and teachers explain this well, such as the story of the 'Good Samaritan'. Teachers generally have sound knowledge of the religious points or areas being taught, although there are sometimes gaps in their knowledge of specific facts or details. Some good use of artefacts and teaching strategies such as role play are used to try to add interest to the teaching of religious education, and pupils enjoy these lessons more than those where there is an over-emphasis on factual knowledge. Teachers do not always take enough opportunity to make the links between pupils' factual learning and the implications for their own lives explicit enough, and even when they do, such as in the lesson on the 'Good Samaritan' where pupils were asked to identify a way in which they could be a better friend, these are not always captured in writing and thus their potential is not fully realised. While some written work is in pupils' own words which helps them to develop their understanding, some is in the form of dictated or copied notes which reduces teachers' ability to use it to gauge pupils' understanding.
71. New and appropriate curriculum plans have been written following the publication of a new locally agreed syllabus. Good efforts have been made to ensure that the curriculum is well resourced, and these resources are used well in lessons and to create attractive and informative displays around the school. The curriculum is enhanced by visitors into school. All local priests visit to take assemblies, for example. Visits out of school also enhance pupils' understanding, such as the visit to the local church by Year 4 pupils which was the basis for an effective class assembly during the inspection.
72. Leadership and management of the subject are good. The co-ordinator has taken a positive lead on curriculum planning and development and this aspect of the subject is regularly monitored. The teaching of the subject is not monitored sufficiently. Pupils are assessed regularly but there is not enough analysis of the standards that pupils are attaining or the progress that pupils are making. Improvement since the last inspection has been good, however, with a new and well resourced curriculum in place.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art

73. It was not possible to make an overall judgement of the quality of provision in art as it was not possible to observe any art lessons during the inspection. However a good range of art work was on display which covered all aspects of the subject. It shows good development of pupils' knowledge, understanding and skill in art throughout the school. The standard of work is above average and there is clear progression across the school. The influence of artists, for example, Van Gogh, Delauney and Monet, is used effectively to develop the pupils' skills and techniques. Artists are used to inspire pupils' work, for example, good work on colour, pattern, tone and space using a range of medium including pencil drawings, water colours and ICT, developed from a study of Mondrian. Art is used effectively to support and enhance other subjects. In English, for example, the top ten favourite book display contained vivid and imaginative images carefully painted by pupils to illustrate elements of the stories. Pupils' success in a recent competition has resulted in pupils' art work being used to illustrate the LEA's new Agreed Syllabus for religious education.

Design technology

74. Too few lessons in design technology were observed to be able to make a clear judgement about the quality of teaching and learning or of the quality of provision. However, in the two teaching was satisfactory in one and good in the other. The teaching enabled pupils to explore how products are made in a practical way which captured their interest, and helped them to develop their making skills, such as weaving. Pupils were making connections between different parts of the curriculum. Pupils constructing model buildings, for example, understood the requirement to investigate both function and appearance, and the group constructing model bridges tested different styles for strength. In one instance, too much time was spent on a task which did not contain enough challenge. Planning indicates that the requirements of curriculum are met and it is well integrated with other subjects. For example, in a Year 5 and 6 ICT lesson, pupils used the 'Textease' programme to solve specific problems when designing a classroom. Pupils' attitudes are very positive and they enjoy the subject.

Music

75. No music teaching was taking place during the inspection and so it is not possible to make a judgement on the quality of provision. Some music was taking place in the assemblies observed. The quality of singing was good. Pupils sang known songs in time and in tune with enthusiasm. Three pupils played 'Frere Jacques' as a round on the flute, and their playing was accurate and tuneful. A small group of pupils were seen receiving some good peripatetic tuition on their woodwind instruments in preparation for a forthcoming examination, albeit in the busy hall with other activities also taking place.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well in physical education.
- Teaching is good although activities are not always planned to enable groups of different capabilities to progress at appropriate rates.
- There is a very good range of extra-curricular activities which considerably enhances provision.
- Pupils enjoy physical education and participate enthusiastically.
- Pupils' progress is not tracked effectively and there is not enough monitoring of the effectiveness of provision.

Commentary

76. It was only possible to observe outdoor lesson during the inspection. The standards attained by pupils were average overall. However there was a wide range of individual attainment, with some pupils having above average levels of skills and others with lower levels of skills and co-ordination. Most could run and move at different speeds and in accordance with instructions to speed up, slow down or change direction. They could throw bean bags and kick a football with a basically accurate technique. The higher attaining pupils could do so with good levels of precision. Some team games of football were seen in extra-curricular activities which were open to all pupils, and although again standards were mixed and average overall, some pupils showed above average levels of skill, co-ordination and tactical

awareness. Pupils had a good level of knowledge and understanding of the purposes and techniques of warming up and cooling down and of health and safety issues generally.

77. Pupils enter the school with varied levels of prior attainment in physical education, and all groups of pupils, including those with special educational needs, achieve well. Lessons ensure that they systematically acquire the knowledge, understanding and basics skills required, while the extra-curricular activities in which many pupils participate enable them to practise these in a team situation and give all pupils, including the higher attainers, the opportunity to progress further.
78. Teaching is good. Teachers ensure that pupils warm up and cool down safely. Lessons are well planned and focus on developing specific skills in a structured and progressive way. Paired work and group work are used to good effect to help pupils develop co-operative and team skills. Pupils enjoy physical education and participate enthusiastically. Their behaviour is generally well managed and pupils respond to instructions well so time is used effectively. Occasionally best use is not made of space and pupils are either too close for some activities to be fully effective, or too spaced out to benefit from the teacher's input fully. Activities are not always planned to enable those who are more or less skilled physically to progress at appropriate rates.
79. The curriculum provided covers requirements, and a very good range of extra-curricular activities considerably enhances the curriculum and opportunities offered to pupils. These include gymnastics, running, netball, rounders, hockey, football and dance. During the inspection, 'European Championship' football matches were being held at lunchtimes, open to girls and boys of all ages and refereed by the headteacher. These were very popular, with good levels of participation and support. There are also opportunities for matches against other schools and additional activities such as 'sponsored goal scoring', which raised money for a local organisation and for the school. Indoor space is not generous but is satisfactory. It is supplemented by good facilities outside and good use is made of the school's playing field when the weather makes this possible. Pupils are assessed by their class teacher once a term, although these assessments are not monitored to check on the progress pupils are making or to inform action to improve this.
80. The leadership and management of the subject are good. The co-coordinator plays a part in ensuring the curriculum is adequately resourced and that planning is in place. She leads extra-curricular activities and is a good role model for the subject. However pupils' progress in the subject is not tracked and there is not enough monitoring and evaluation of the standards being attained by pupils, the quality of teaching or the effectiveness of provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- Mature and responsible attitudes and actions are promoted well.
- Teaching is good with sensitive handling of issues.
- Pupils are fully involved and their contributions are valued.
- The curriculum covers aspects of citizenship well.

Commentary

81. Personal, social and health education is accorded a high priority within the school, with a timetabled lesson for each pupil every week. It includes coverage of sex and relationships education, as well as the differences between medicines and harmful

drugs. Aspects of citizenship are covered, such as care for the environment and pupils' responsibilities towards it.

82. In each of the lessons observed teaching was good and there was sensitive handling of issues and different view points. Pupils are encouraged to be fully involved in discussions and their views are valued highly. Pupils share their opinions confidently and gain skills in resolving conflict and coping with their own and others' feelings. Insightful and mature comments were made in a discussion on stereotyping, and the good handling of this helped pupils develop an understanding of and respect for different cultures. Pupils are encouraged to be responsible towards other pupils, as seen in the discussions involving all pupils on what additional activities could be mounted specifically for Year 3 pupils. Pupils develop well as future citizens. They have a good understanding of environmental issues and action they can take to protect the environment. They manage and organise the recycling of paper and ink cartridges, are aware of the benefits of re-using materials and play a part in saving energy by reporting dripping taps and open windows. The work of some pupils in managing the wild life garden has enhanced this understanding and sense of responsibility.
83. The mature and responsible views and actions promoted and developed in personal, social and health education make a significant contribution to the good, caring attitudes that pupils display in other areas of school life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Grade

Inspection judgement

The overall effectiveness of the school	3
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).