

# INSPECTION REPORT

## LADYWOOD PRIMARY SCHOOL

Ilkeston

LEA area: Derbyshire

Unique reference number: 112681

Headteacher: Mrs Joan Mitchell

Lead inspector: Mrs Chris Field

Dates of inspection: 22nd to 24th March 2004

Inspection number: 262606

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	294
School address:	Oliver Road Kirk Hallam Ilkeston
Postcode:	DE7 4NH
Telephone number:	0115 9320585
Fax number:	0115 9320585
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Bridget Swinden
Date of previous inspection:	November 1998

## **CHARACTERISTICS OF THE SCHOOL**

The school which is bigger than most is located in Kirk Hallam near to the town of Ilkeston. The school serves a local community comprising private and social housing and with pockets of disadvantage. The school is involved in a single regeneration initiative to promote literacy skills within the neighbourhood as part of the Kirk Hallam Alliance. The school is involved in both the Children's Fund and Sure Start community-based programmes.

Currently there are 256 pupils from the age of 5-11 on roll, together with 38 children attending part-time in the nursery. The profile of children's attainment when they start school is below average but covers a wide span of ability. All pupils are from white British backgrounds. A broadly average proportion of pupils have special educational needs that cover a range of learning difficulties; three pupils have a statement.

The school was accredited with Investors in People status in 2000, a government Achievement Award for raising academic standards in 2001 and Basic Skills Quality Mark in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9479	C Field	Lead inspector	Personal and social education and citizenship.
9428	J Butler	Lay inspector	
1189	S Brown	Team inspector	English, geography, history, religious education.
30144	E Hastings	Team inspector	Science, art and design, design and technology, information and communication technology, special education needs.
19765	P Shannon	Team inspector	Mathematics, music, physical education, Areas of learning in the Foundation Stage.

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>20</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>37</b>

## PART A SUMMARY OF THE REPORT

### OVERALL EVALUATION

Ladywood Primary School is an **effective** school that is very well led by the headteacher. The ethos is welcoming and supportive and very good relationships ensure that it is a good place to be. Teaching is good and pupils achieve well in both their academic and social development. The school clearly adds value to pupils' education and gives **good** value for money.

#### The school's main strengths and weaknesses are:

- The headteacher provides very clear educational direction and has built a high performing and happy team of staff who are committed to giving their best to the pupils.
- Pupils achieve well in all subjects over their time at school.
- Standards are above average in art and design throughout the school and above average in English and physical education by the end of Year 6.
- Teaching is good and assists pupils in becoming effective learners though more focus is required in developing assessment systems and building pupils' self knowledge of their learning.
- Subject leaders are developing their leadership skills well but now need more time and opportunity to monitor and evaluate the quality of teaching, learning and standards as part of the schools' self-review process.
- The school aims to be fully inclusive in its practices and meets with very good success.
- The provision made for pupils with special educational needs is very good; the skills of support staff are a real asset in enabling these pupils to achieve well.
- Very good care is taken of the pupils and both they and their parents praise highly this aspect of the school's work.
- Good links are built with parents and the community that benefit the pupils' education, however some parents are not giving their full support in making sure their children attend school on a regular basis. Attendance levels are below those found in most primary schools.

There has been **good** improvement since the previous inspection in 1998. The standards being achieved by pupils of all ages in information and communication technology (ICT) have been lifted from below average to average. Accommodation is so much better than it was, and is of good quality. New buildings, as well as refurbishment, have made positive difference, though the library is still in need of upgrading. The school is tackling the raising of standards with a growing analysis of data. The push forward in improving mathematics is well conceived but some strategies have yet to show full impact. The school is right to retain the improvement of mathematics as a core priority for future action. The unsatisfactory features in the provision made for pupils with special educational needs have been turned into strengths. There has been good improvement in the provision made for children in the Foundation Stage. Homework is now just right according to the parents and inspectors agree with them.

Pupils' achievement is **very good** in English and art and design and **good** in all other subjects including the core subjects of mathematics, science, ICT and religious education. The table below shows the standards achieved by Year 6 pupils last year as above average in English and below average in mathematics and science. Pupils currently in Year 6 are on track to achieve higher standards than seen in 2003 in mathematics and science. Inspectors judge that standards in English are above average and average in mathematics and science.

## STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those with between 20-35% of pupils eligible for free school meals and whose pupils attained similarly at the end of Year 2.*

Most children start school with poor language and social skills and well below average levels of skills and knowledge in numeracy. They make good progress in the Foundation Stage. Despite this, most do not reach the goals expected for their age in communication, language and literacy, numeracy and knowledge and understanding of the world by the time they transfer to Year 1. Pupils make satisfactory progress in English during the infant stage and learn at a good pace in most other subjects. During the junior stage pupils build their skills, knowledge and understanding well and make good progress across the board. Most pupils' learning is accelerated in Years 5 and 6 due to very good teaching.

Pupils' attitudes, values and other personal qualities are good. Pupils enjoy school, they try hard with their work and behave well. Relationships are very caring and the school is a happy community. The rate of exclusion has fallen to zero. Attendance levels are below those found in other primary schools. Pupils' spiritual, social, moral and cultural development are **good**.

## QUALITY OF EDUCATION

The quality of education provided is **good**. Teaching and learning are **good** overall with some very good features in teaching in the early years of school and the later years of the junior stage that accelerate learning. Teaching and learning are best in the core subjects of English, mathematics and science. The teaching of pupils with special educational needs assists them in meeting their personal targets quickly and with confidence. Assessment and the involvement of pupils in reviewing their own progress are aspects for improvement. Classrooms are settled, purposeful and happy places to be. The curriculum meets statutory requirements and offers a range of worthwhile experiences for the pupils with some good enrichment. The programme of visits is very carefully chosen to widen the pupils' experiences of the world beyond their neighbourhood. Pupils receive very good care and support. They are very well looked after during the school day. The provision for their personal and social development ensures the pupils are well prepared for the next stage of their education. The school has a good partnership with parents and has forged strong links with other schools and its community to the benefit of pupils. A few parents are not giving their full support to making sure their children attend regularly.

## LEADERSHIP AND MANAGEMENT

Leadership, management and governance are **good** overall.

The headteacher provides very clear leadership and strong management. The school is very forward looking with an upbeat feel and is committed to making a positive difference to all pupils. The performance management process is a key tool for supporting better effectiveness. Subject leaders are developing their leadership roles well but have yet to fully implement their management roles. The main barrier to the pace of improvement is the very tight budget which careful planning is seeking to overcome. Governors are good critical friends of the school and ensure the secure application of best value principles.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very happy with the school, they hold very positive views about the all round education provided. A very few are concerned about behaviour in the playground but inspectors found this to be a harmonious time with excellent levels of supervision. Pupils very much enjoy coming to school. Friendships are valued and most say that other pupils are kind and behave well towards one another. Pupils like art, history and physical education, especially rugby and swimming. They would like the library to be bigger and to have laptops to work on.

## **IMPROVEMENTS NEEDED**

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

- Continue the work to raise achievement and standards in mathematics.
- Seek better parental support for raising the level of attendance to that seen in most schools and widen the incentives for pupils.
- Sharpen up the assessment and evaluation of learning and involve pupils more in reviewing their own progress.
- Extend the role of subject leaders in monitoring and evaluating teaching, learning and standards.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

Pupils' achievement is **good** overall.

**NB:** Due to timetable constraints, it was not possible to judge achievement in music.

### **Main strengths and weaknesses**

- Pupils achieve very well to reach above average standards in art and design, English and physical education and make good progress to reach average standards in all other subjects by the end of Year 6.
- Standards in mathematics are not as high as in English and although the school is tackling raising achievement effectively there is still room for improvement.
- Writing skills are good in all years and this is a significant strength.
- Children in the Foundation Stage achieve well from a below average starting point.
- Pupils with special educational needs achieve well against their individual targets.

### **Commentary**

1. The school has sustained the strengths in standards and pupils' achievements since the 1998 inspection and has eradicated all reported weaknesses. The average standards found in information and communication technology (ICT) today reflect good improvement since 1998. The good standards seen in dance have been improved from an unsatisfactory base. The much-improved provision for children in the Foundation Stage is helping them to make a good start to their education. The deputy headteacher provides a very positive role model for others in his teaching and leadership in this stage of education. Pupils with special educational needs are achieving well because of the very good attention paid to supporting their progress by the dedicated and highly effective team of teaching and non-teaching staff. Due to the school's very good improvement strategies pupils with special educational needs are receiving a much better deal from the school than they were five years ago, however budget constraints are a barrier to this, that the school works effectively to overcome.
2. Most children start with poor language and social skills and well below average levels of skills and knowledge in numeracy. They make good progress in the nursery and reception years that comprise the Foundation Stage. Despite this, many do not reach the goals expected for their age in communication, language and literacy, numeracy and knowledge and understanding of the world by the time they transfer to Year 1. The children attain the levels expected in their personal, social, emotional, physical and creative development and this reflects some particularly good achievement as a result of the very good emphasis given to these areas of learning. Some boys are finding writing tasks difficult and the school is giving good focus on speaking, listening and writing skills through the newly introduced *Time for Talk* project. After Easter the school is aiming to involve parents more in supporting the children's mathematical development via a *Backpack Project* that will include challenges to be undertaken in school and at home.
3. Pupils with special educational needs achieve well against their individual targets. The work they are set is well matched to enable them to make small, well spaced steps forward in learning. Additional work in spelling, reading and writing is very well conceived and helps them build literacy skills at a good rate. Nearly 40 pupils, whose achievement is identified as causing concern, are also provided for under the special educational needs umbrella: even though the school does not receive specific funding to support this work. The early assessment is proving very beneficial to helping these pupils learn successfully and the school's very sensitive approach ensures that no-one carries an adverse label. The school is providing very effectively

for pupils with physical needs and inspectors observed a physiotherapy session that was greatly enjoyed by all because of the innovative methods used.

- The table below shows that standards in the 2003 national tests for Year 2 pupils were below average in reading and mathematics and above average in writing. When compared to similar schools, standards were average in reading, and mathematics and well above average in writing.

**Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
Reading	15.3 (16.6)	15.7 (15.8)
Writing	15.7 (15.0)	14.6 (14.4)
Mathematics	15.6 (16.2)	16.3 (16.5)

*There were 27 pupils in the year group. Figures in brackets are for the previous year*

- The current Year 2 pupils are likely to reach below average standards in English and mathematics and above average standards in art and design by the end of the year. Pupils are making satisfactory progress in English during the infant stage and learn at a good pace in most other subjects. Writing skills are very well honed. Standards are judged to be average in all the other subjects that were inspected in full.
- The table below shows that standards at the end of Year 6 were above average in English, and below average in mathematics and science in the 2003 national tests. When compared to similar schools, standards were well above average in English and average in mathematics and science. Pupils' performance in mathematics was not as positive as in the other two tested subjects and the school has carried out a thorough analysis of why that was. Data shows that most pupils made very good progress in English but some higher attainers in particular did not make sufficient progress from Year 2 to Year 6 in mathematics and science. The results in 2003 were better than those in 2002, although the overall trend in improvement over the last three years falls below that seen nationally.

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

Standards in:	School results	National results
English	28.3 (27.5)	26.8 (27.0)
Mathematics	25.9 (25.5)	26.8 (26.7)
Science	27.7 (26.2)	28.6 (28.3)

*There were 34 pupils in the year group. Figures in brackets are for the previous year*

- Current standards in Year 6 are well above average in English, art and design and physical education and average in all other subjects that were inspected in full. Swimming records show that most pupils reach the expected standard before they leave school with a significant proportion who attain well above this. The school has established good improvement in mathematics and science through a well-focused plan that involves greater attention being paid to developing pupils' independent learning and problem-solving skills. Higher-level attainment in science is being effectively targeted for improvement, as is ICT across the curriculum. Strategies for developing pupils' linguistic skills are tried and tested, for example the setting of targets that help teachers, parents and pupils focus on the next steps in learning are a positive feature that now need to be transferred to support improvement in mathematics and science. Extra time is allocated to writing and teachers' plan sessions that result in pupils extending their

skills at a good pace. Some pupils have been identified as requiring a boost in the work they are set and the extra time enables them to work towards the specific literacy targets set.

8. Other than the whole-class numeracy sessions there is no extra time given to enabling pupils to extend their problem-solving skills or to practice word problems that cause some pupils particular difficulties. All staff have agreed that the improvement of mathematics is the number one priority and the performance management systems are being used to support development. The school is providing targeted support for some higher attaining pupils to reach better levels in their work and this is proving positive. The school improvement plan shows reasonable attention to making improvement to mathematics against a clear timeline, though the success criteria are not well expressed. There is no explicit percentage increase identified for raising standards for example and this is a missed opportunity to help set out clear expectations year-on-year. The school is alert to these shortfalls in the otherwise good provision being made in mathematics and is judged to have good capacity to raise achievement and lift standards.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes, behaviour and personal development are **good**.

### **Main strengths and weaknesses**

- Pupils are very happy at school, and are very interested in lessons and other learning opportunities.
- The overall level of attendance is below average, however, as too many pupils have time off for holidays as well as illness.
- Relationships in the school are very caring and the school is a happy community.
- Behaviour is good in lessons and at playtimes, with some very good features.
- Personal development is good. Pupils learn to be confident, considerate and helpful; and grow into respectful young people.

### **Commentary**

9. Relationships in the school are very good, with pupils showing care and respect for other pupils and for staff. Behaviour at play is good and has some very good features, like the supportive way some pupil volunteers in Years 5 and 6 play with infants, and the good group play which makes the most of a very pleasant and well-designed playground. Pupils value the fact that this is a harmonious school and newcomers are made to feel very welcome.
10. Attitudes to school are good, and pupils are particularly keen on the extra-curricular activities provided for them and the programme of educational visits. One pupil told inspectors *I think the trips are wicked*. In lessons pupils listen well, concentrate fully and try hard to do their best. Behaviour in lessons is good, and pupils are polite to visitors and to one another. Pupils with behavioural difficulties are supported very well and learn to be self-controlled and co-operative. Good input is made by a teaching assistant who delivers a programme of *positive play* aimed at promoting these pupils' self-esteem and giving them strategies to cope in the classroom. There have been no exclusions since 1998 and this is testament to the school's strong commitment to inclusion.
11. The school's attendance figures are below the average for primary schools. Although most pupils arrive punctually, and all pupils say they enjoy coming to school, there is a significant level of absence throughout the age groups but particularly amongst younger children. Social deprivation and accompanying levels of ill health account for some of this absence, but there is reason to believe the families of some children do not yet fully understand the value of continuous education, and the damage that disruption can do. In addition to this, a significant

amount of school time is lost when pupils go on family holidays, particularly in the important early months of the new school year.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data:	6.9	School data :	0.5
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.*

12. The school monitors attendance carefully and rewards full attendance both termly and at the end of the year. Pupils who are away for long periods for medical reasons are given work to do at home. However, there are insufficient small incentives to encourage regular attendance for those pupils whose absence patterns are on the border of causing concern.
13. The personal development of pupils is good and reflects the very good programme developed for the promotion of their personal, social, health and citizenship education which is a real strength of the school. Given the poor social skills that many children have when they start school, and the lack of value for education in parts of the local community, these pupils soon develop a real love of learning, and become sensible, considerate individuals who relate well to one another and are very happy at school. Pupils learn to be confident, polite and helpful; and grow into respectful and tolerant young people.
14. In their spiritual development, the school is successful in developing self-esteem, cultivating self-knowledge and a sense of wonder at the beauty of creation. Assemblies and circle times are used well to focus on emotions and inspirational figures. A very moving act of collective worship for infant pupils encouraged them to imagine they were holding a very special stone which could make them feel good, warm and safe, and to reflect on those feelings through a shared prayer. Pupils' cultural development is good, and through artwork, religious education, music and stories pupils learn about different cultures. However there is room for more first-hand experience of aspects of racial awareness and respect to better prepare pupils for life in multi-ethnic Britain.
15. An outstanding feature of pupils' personal development is the teaching of First Aid through the Lifesaver programme to pupils in Years 4 to 6. In a very well structured course, pupils are made aware of the need to assess danger before giving assistance, and how to check for life signs. They are extremely keen on learning all the practical information provided for them, and conduct themselves in a mature and confident way. Having passed the various levels of competence, some pupils go on to represent the school in lifesaving competitions.
16. Pupils are also very proud of their successes in environmental awareness which have earned them a bronze award for being an ecologically-friendly school. They enjoy the gardening clubs and litter patrols, and are looking forward to the allotment project set up to extend their gardening skills in growing vegetables.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

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

Teaching and learning are **good** overall with some very good features in teaching in the early years of school and the later years of the junior stage that accelerate learning.

## Main strengths and weaknesses

- Teaching is good and assists pupils in becoming effective learners, though more focus is required in developing assessment systems and building pupils' self knowledge of their learning.
- The very best teaching and learning was observed in the core subjects of English, mathematics and science in the junior stage.
- The teaching of pupils with special educational needs assists them in meeting their personal targets quickly and with confidence. The skills of support staff are a real asset in enabling these pupils to achieve well.

## Commentary

17. The quality of teaching and learning has improved since the time of the 1998 inspection and this is reflected in pupils' good achievement. The school has excellent features in teaching in upper juniors that has yet to be fully shared as the best practice in supporting the most effective learning in other years. Homework is set to a plan that parents see as useful and this is step forward from the weaknesses reported last time the school was inspected. Teaching in ICT has been improved from an unsatisfactory to a good level. Evidence from both the lessons observed and pupils' past work give clear indication of the good quality of teaching that is helping most boys and girls, irrespective of their background or ethnicity to achieve well. Classrooms are settled, purposeful and happy places to be.

### Summary of teaching observed during the inspection in 68 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5 (7%)	12 (18%)	41 (60%)	10 (15%)	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.

18. The very youngest children soon settle into the routines of the nursery and take full advantage of the good quality experiences provided for them. Teaching is of consistently good quality with all staff working together as an effective team. In the reception years, the children build on their learning and grow in maturity and confidence, though some in the single-age reception class are noisy workers and sometimes boys in particular are too demanding of the teacher's attention. When this happens the pace of learning slows for others. Teaching and learning are generally satisfactory rather than good here. In contrast, the older reception children taught with the Year 1 pupils in the mixed-age class are a well-focused group. They stay on tasks for prolonged periods and apply themselves well. Good organisation in this class is helping pupils of both ages to achieve well. The majority of children in the Foundation Stage are helped to become very effective learners and are well prepared for the transfer to Year 1.
19. Teaching is very good in art and design and in English in the junior stage. Teaching in writing leads to pupils' developing good skills. Work on display is testament to the wide range of stimulating opportunities provided. For example, the pupils' involvement in Derbyshires' Festival of Literacy has enabled Year 6 and Year 1 pupils to work together on the topic *Holes and Homes*. Some highly imaginative pieces are a pleasure to read and set the scene very well:
- ...What a magical sight, I said to Aiden as I shuffled across the dew covered grass at Chatsworth House....*
20. Teaching is consistently good in mathematics, science, ICT, religious education, art and design, design and technology and geography in all years and never less than satisfactory in all

other subjects across the school. There is ample evidence of effective use being made of ICT to support pupils' learning in different subjects. For example, the use of the *Dazzle* program in most years to support art work is leading to some high quality pieces from the Mondrian-style work in Year 2 to the images on paper carrier bags painted in the style of Dali and Warhol in Year 6.

21. Classrooms in the infants and junior stages are hives of activity where very good relationships underpin the successful learning. Lessons are well resourced, interesting and stimulating. Behaviour is managed very positively and pupils have a clear understanding of what is expected of them and act accordingly. Teachers use a range of methods to stimulate the pupils' enthusiasm and good application and this results in most building knowledge and skills at a good rate. In the best lessons, typically in the junior stage, teachers share learning objectives with pupils at the beginning of lessons, and this is good practice because pupils know what is expected of them. In Years 5 and 6, an added extra that is supporting accelerated learning is the strong focus on questioning that enables pupils to think deeply about what they are doing, the way they are working and what they need to do to improve their work. Time targets are used well here to help keep a good pace to pupils' independent work. Teachers use plenary sessions well on the whole to reinforce key learning points but not all take the time to involve pupils in reviewing their own progress and identifying the next step for improvement. These features are the missing links in otherwise satisfactory lessons. Most teachers' are assessing how well pupils are learning through a variety of methods but now need to inject more rigour into how they record pupils' achievements and how they target improvement. Pupils are more confident to talk about their English than mathematics targets but few are clear about what they need to do to move up a level.
22. Pupils with learning difficulties are given very good levels of support to help them learn well. They have well-written individual education plans with specific targets in place to help them aim high. Teaching assistants who work in specific support of pupils with special educational needs, including those with statements, are a highly effective group who between them add considerably to the quality of teaching. Pupils receive considerable additional support in literacy and to a lesser extent in numeracy. The school has recently introduced teaching assistant support for potentially higher attaining pupils in mathematics. The headteacher, as the person responsible for the provision for those pupils with gifts and talents, is currently working on a specific policy to encompass the best practice being developed in the school.

## **The curriculum**

The curriculum is **good**.

### **Main strengths and weaknesses**

- The curriculum successfully meets the needs, aptitudes and interests of boys and girls of all ages and meets statutory requirements.
- The programme of visits and visitors together with community links adds considerable enrichment to pupils' curricular experiences.
- The provision made for pupils with special educational needs is very good.
- Display around school is of good quality and gives high profile to the pupils' good achievements.
- Good accommodation supports the effective delivery of the curriculum; the playground is a good space with lots of activities that engage the pupils in purposeful and harmonious play. However, the library is not in the best location and it is under-resourced.

## Commentary

23. There has been good improvement to the curriculum since the previous inspection in 1998. The provision made for ICT, for pupils with special educational needs and the provision for children in the Foundation Stage are all so much better than they were. Parents told inspectors that the use of ICT has grown and provision today is much better than it was at the time of the previous inspection. ICT can be seen in pupils' work in most subjects and this is very positive. Accommodation has been enhanced with new buildings, a programme of refurbishment and redecoration. The school has good ideas but no funds to develop the library and a base for positive play. Pupils find their studies interesting; they told inspectors that they like art, history and physical education, especially rugby and swimming. Some would like the library to be bigger and to have laptops to work on. The award of the Basic Skills Mark in 2002 is testament to the good quality curriculum in place.
24. The school plans and implements a very inclusive curriculum; equality of access and opportunity is good for boys and girls from different backgrounds and enables those with learning difficulties and emotional needs to achieve well. The nursery and reception staff usefully plan together, with input from the deputy headteacher, to ensure a seamlessness to planning in the Foundation Stage. Planning at the long and medium term is carried out thoroughly and supports pupils in learning systematically across subjects. Short-term planning is good for literacy and numeracy and adequate in other subjects. The objectives set for learning sometimes lack specific focus on what higher attaining pupils need to learn to achieve at good pace. Reasonable amounts of time are allocated to different subjects across the school with extra time allocated to English in all years. The additional strategies being used to support pupils' literacy skills development are proving to be very effective. The school is planning to give more focus to providing additional work in numeracy for some pupils who are capable of achieving more. After Easter a teacher funded by the local education authority is joining the school specifically to boost pupils' achievements in this subject. There are some useful cross-curricular links in place that support numeracy skills development for example in Year 4, pupils have drawn rain birds, that are often seen on pottery from Mexico, using set squares and paying good attention to measuring angles accurately. Within planning even more attention could usefully be given to promoting the cross-curricular use of mathematics.
25. The provision made for pupils with learning difficulties, those with emotional and behavioural needs and those with physical disabilities is a strength. The targets set in these pupils' individual education plans are very precise and well-focused reviews enable on-going interventions to be well made. The format of the individual education plans is well conceived and enables parents and pupils to review progress and write comments alongside those of the teacher. Teaching assistants keep their own records and these supplement the assessments carried out by the teacher and help build up a very good profile of the pupils' achievements. The school extends its good practice in meeting the needs of pupils with special educational needs to a sizeable group of pupils in the school who are not identified as in need of support under the code of practice but are experiencing difficulties. The school's approach is proving successful and this early intervention work was observed to be working in the best interests of the pupils. The school taps into the support available for this major part of its work and enjoys very good links with specialists from the local education authority services. The work of the Educational Psychologist is highly valued by staff but the amount of time available to respond to the school's needs at 19 hours per year is not generous.
26. The school has recently introduced a Positive Play initiative for about a dozen pupils who will benefit from developing social and emotional behaviour in a play setting. A base within the library has been allocated with calming music and fragrant smelling candles used to help create a peaceful and tranquil atmosphere in which the programme can be delivered by a teaching assistant. Early indications are that the programme is having a beneficial impact and the school is committed to extending the provision.

27. Good use is made of visits and visitors to extend pupils' experiences. For example, pupils in Year 1 designed a good quality plan for a local play area after visiting one in the neighbourhood. Pupils in Year 2 undertook a field study at Eyam and compared features with Kirk Hallam and Year 6 pupils used sketching and mathematical skills to make an accurate drawing of the stream they visited at Sowbrook. Extra curricular activities have included football, basketball, country dancing, choir, stamp club, computer club, French and tennis and these add further value to the curricular experiences provided. The school has been represented at swimming galas, six a side football, tag rugby, athletics and sports days involving other local schools.

### Care, guidance and support

Procedures to ensure pupils work in a safe and healthy environment are **very good**. The safety and well-being of pupils is central to the work of the school and all staff, teaching and non-teaching, are diligent in their observation of the health and safety procedures.

### Main strengths and weaknesses

- Health and safety procedures are very good.
- The support for pupils with special educational needs is very good, and is very well tailored to suit their individual needs.
- Pupils are well known by their teachers, who provide good guidance and support for their personal and academic development.
- Pupils' views are sought through the activities of the school council and their involvement in school life is good.

### Commentary

28. The care of pupils and attention to their individual needs is at the heart of the school's work. The level of support and guidance, based on monitoring pupils' performance is good overall and very good for pupils with special educational needs. The involvement of pupils through seeking, valuing and acting on their views is good. Pupils are taught safe practice, and as they grow older, are also given instruction on how to live healthy lives and what to do in the case of accidents. There is a very good level of supervision at lunchtime, and the play zones work very well. The school is committed to the Healthy Schools initiative. Child protection procedures are comprehensive and include teaching a level of pupil awareness.
29. Induction arrangements are good, and include home visits for nursery children, detailed meetings for parents and a very informative induction pack which includes tips on how to help their children in their learning at home. Pupils are well known by their teachers and support staff and they are able to form very good, trusting relationships with them. Pupils say their teachers are very helpful, and it is clear that there is mutual respect. When talking with inspectors, pupils are well aware of exactly what they need to do to improve in their English work, but this ownership of targets for improvement does not extend to other subjects.
30. The way in which the school identifies, monitors and supports pupils with special educational needs is very good. There is an exceptional level of care shown to those with special physical or emotional needs. For example, teaching assistants developed a physiotherapy session based on a detective story which made a very taxing experience most enjoyable. The Positive Play Programme to boost self-esteem and help manage emotional problems is a further example of the extended care shown to individuals.
31. The involvement of pupils in day-to-day school life is good. All teachers give responsibility to pupils and encourage them to be helpful and proud of their school. Pupil representatives from junior classes serve on a school council and help to enthuse others in the environmental and health initiatives in which they have chosen to be involved. A water-saving scheme has had a very positive impression on pupils who are now looking forward to further projects to improve

their environment. Now that the school council and eco council work is intertwined, there is a case for splitting into more than one committee and involving more pupils.

### **Partnership with parents, other schools and the community**

The school has a **good** partnership with parents and has forged strong and effective links with other schools and its community to the benefit of pupils.

### **Main strengths and weaknesses**

- Good links are built with parents and the community that benefit the pupils' education.
- Some parents are not giving their full support in making sure their children attend school on a regular basis.

### **Commentary**

32. Parents are very happy with the school, they hold very positive views about the all round education provided. A very few were concerned about behaviour in the playground but inspectors found this to be a harmonious time with excellent levels of supervision.
33. Good induction arrangements help the youngest children make a settled and positive start to the nursery with home visits taking place to help build an effective home-school partnership. The school ensures that communication is regular and accessible with lively newsletters going home to all parents every other week at least. The open-door approach promoted by the headteacher together with her presence on the playground at the start and close of every session enables parents to see her about anything they want to. It also enables the headteacher to foster close working relationships. Additionally, every year the school sends a questionnaire home for parents to complete about the school's provision. The findings are very positive with parents rating highly the Christmas productions in particular. The school aims to encourage more parents to take part in the lifelong learning courses it organises on a regular basis. A behaviour management course was cancelled due to lack of support but the school is keen to try again and a numeracy project is being planned for Summer 2004. The Parents and Friends Association are an active group who through social and fund raising events, give good support. Most parents support home reading and the majority of parents of those pupils with special educational needs attend the review meetings. A few parents are not giving the school the support it deserves in trying to improve attendance by making sure their children attend regularly in term-time.
34. The school has well forged links with other schools and its community that benefit the pupils. For example, the school is involved in a single regeneration initiative to promote literacy skills within the neighbourhood as part of the Kirk Hallam Alliance. The school is involved in both the Children's Fund and Sure Start community-based programmes. A range of local funding is used to support the Breakfast club that provides for some 40 pupils who meet before school and play with a good range of high quality resources and enjoy eating breakfast together. A range of links has been established with the local community technology college to which most Year 6 pupils transfer including sharing events such as drama and science. Year 6 recently attended a performance about *stranger danger and bullying* to support their personal and social education studies.

### **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good** overall. The headteacher provides very clear leadership and strong management. Governance is **good**. There is a good understanding of best value principles.

## Main strengths and weaknesses

- The headteacher provides very clear leadership and strong management.
  - All staff work together as an effective high performing team.
  - The governors are fully involved in all aspects of school life and hold the school fully to account.
  - The role of subject leaders is not sufficiently extended to monitor and evaluate teaching, learning and standards.
35. The headteacher provides calm and purposeful leadership with a clear sense of direction. She is a very good role model, who leads by example. She is committed to raising the standards of all aspects of school life and, to this end, is very successful. Her confident and measured approach to leadership motivates and influences both staff and pupils. She has been highly successful in creating a strong family ethos in the school. Pupils are treated equally as individuals, whatever their needs, and the school works hard to ensure they receive the best from their time in school. There is a strong commitment to inclusion that is very evident in the very good relationships amongst staff and pupils. Ladywood has a happy, purposeful ethos and is a good place to be.
36. The headteacher and deputy headteacher work in successful partnership in leading the school forward. The deputy has led the good improvement of the provision for pupils with special educational needs and the provision for children in the Foundation Stage since the previous inspection. Together they have welded the staff into a strong team whose work is guided by a good school improvement plan that focuses on the drive for further improvement in standards. This approach has been successful, for example, in improvements in English, in particular writing which was identified through the careful analysis of results in national tests. The performance management process is a key tool for supporting better effectiveness and a good programme of professional development supports the endeavour to improve. Subject leaders undertake various forms of monitoring but this aspect of their role is not sufficiently extended to enable a close evaluation of teaching, learning and standards.
37. A strength of the school is the good support provided by the governing body. All governors know the school well and are fully involved in its day-to-day life. They have a critical understanding of the school's strengths and weaknesses and are active in promoting the school's endeavours to improve. Governors are well informed of developments by the headteacher and staff. They monitor work in classrooms and are involved in the whole school self-review. They are most supportive and appreciative of the staff's work. The well organised structure of the governing body ensures that financial, personnel and building matters are efficiently managed. Statutory requirements are fully met. The governors contribute effectively to the school development plan. Progress is closely monitored and the effectiveness of spending decisions is measured. Financial matters are well supported by the very efficient administrative staff. Financial planning is very good with prudent management of the very restricted budget. There are clear links between the school development plan and the budget. The school has successfully tapped into additional funds for example, *Sure Start* to support early years' developments and is soon to receive additional teaching support for mathematics from local education authority central funds. Despite this extra income, the governors have some hard decisions to make next year because of the tight budget and a negative carry forward. This is a barrier to future development that the school is planning conscientiously to overcome. There will be a reduction in staffing from September that will enable the school to avoid setting a deficit budget.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	639,234	Balance from previous year	-5260
Total expenditure	642,852	Balance carried forward to the next	-8566
Expenditure per pupil	2,136		

*NB The average income for a primary school is £2849 per pupil.*

38. The school is very well led and enables pupils from different backgrounds to achieve well. The school adds clear value to pupils' education and gives good value for the below average income per pupil it receives and spends.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation stage is **good**.

#### **The main strengths and weaknesses**

- Teaching is good overall and as a result most children achieve well.
- Induction arrangements are good and enable children to settle easily into the nursery.
- The support staff are a real asset, both in nursery and reception in the way they assist the children's good learning.
- Provision for children with special educational needs is very good.
- Children's personal and social skills are particularly well developed.
- Many children have poor language skills and have difficulty expressing their ideas.
- The Foundation Stage is well led and managed.

#### **Commentary**

39. Children are taught well and as a result most achieve well with their learning. They settle in very quickly and work from an interesting, topic-led curriculum. This is an improvement from the previous inspection when provision was satisfactory.
40. Admission arrangements are effective and ensure the nursery children settle easily. Nursery staff make home visits and meet with parents. This helps staff know pupils' needs before they start. There are also good transition arrangements between nursery and reception, to ensure children join their classes smoothly at different times of the year. Children spend between four and six terms in the Foundation Stage. Records show that most children make good progress, despite some having less time than others in nursery or reception. Staff work hard to involve parents in their children's learning and value parents' contribution to children's reading activities.
41. Teaching is good overall. It is never less than satisfactory and at times very good. Teaching in nursery is of consistently good quality with staff working together as an effective team. In the single age reception class, teaching is generally satisfactory. Some children lack maturity and some boys need a lot of adult attention. When this happens the pace of learning slows for others. The older reception children are well taught in the mixed age class. They often benefit from their learning with the Year 1 pupils. Good organisation in this class is helping pupils of both ages to achieve well. The majority of children in the Foundation Stage are helped to become very effective learners and are well prepared for the transfer to Year 1.
42. While there are some good examples of staff undertaking ongoing assessments of children's learning, more use could be made of assessment information in the planning. Children with special needs are identified early and receive very good support. Higher attaining children are well catered for in the mixed age class. A strength is the team work between the teachers and support staff, which is very good in the nursery and both reception classes.
43. The management of the Foundation Stage is good. The deputy headteacher, who has led the successful improvements since the previous inspection, provides a very positive role model for others in his teaching and leadership of the Foundation Stage. He has strengthened the liaison between the nursery and reception classes and further developed the Foundation Stage curriculum. Accommodation and resources are good. The staff provide an interesting range of activities for the children to experience both indoors and outside and use equipment well.

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

Provision in personal, social and emotional development is **very good**.

### **Main strengths and weaknesses**

- Achievement is good because teaching and learning is focused on promoting children's confidence and independence.
- Some younger reception children have immature social skills, which affects their rate of learning.

### **Commentary**

44. Teaching is good and as a result children make good progress and achieve well in their social skills. Most children are on course to achieve their goals by the end of their time in reception. A few mainly younger children remain below average in aspects of their social development.
45. Children start nursery with a range of attainment and experience, with many having immature social skills. Nursery staff establish secure routines so that children feel safe and confident. These are built on soundly in reception classes. All staff are caring and use every opportunity to praise children's independence. As a result, children are learning to work successfully both alone and in small groups. Children who have particular special needs related to concentration and behaviour receive very good and at times excellent specialist support. This helps them learn to mix with other children and to participate more fully within lessons. Some of the younger children in the single-age reception class are immature and need regular reinforcement of their social skills. Some boys in particular are very demanding of the teacher's attention and the need to constantly reinforce the expectations for positive behaviour is necessary. Staff have high expectations of children's behaviour. Children understand the reward system. When children do not do as expected they are dealt with firmly and fairly. Most children respond well to this and their behaviour and attitudes to school are good. Children in the nursery and reception classes enjoy school. Most are eager to start the day and learn.

### **Communication, Language and literacy**

Provision in communication, language and literacy is **good**.

### **Main strengths and weaknesses**

- Achievement is good because teaching and learning are focused on developing children's skills through an interesting curriculum.
- While staff take every opportunity to develop the children's language skills, many children's speaking skills remain well below average, and particularly those of some boys.
- Few children choose to read during informal choice times.

### **Commentary**

46. Teaching is good and as a result most children make good progress and achieve well. There is a sustained focus on developing children's language skills from nursery onwards. However, most children will not attain all their goals in speaking and writing by the end of their reception year. This affects their ability to express their ideas in other areas of learning. Most children are on course to attain their goals in reading, with a few exceeding them.
47. Children enter nursery with a wide range of ability in communication skills. Many children have difficulty expressing their ideas and have immature speech and poor communication skills for their age. A very few enter with good communication skills. In nursery, children are encouraged to listen and have many informal opportunities to talk. They enjoy repeating favourite rhymes such as *Humpty Dumpty*. In reception children's listening skills are better developed than their speaking skills. In the single-age reception class some children are not as attentive as they should be and work too noisily. Occasionally this is not attended to quickly enough to stop it from bothering others who are trying to listen and apply themselves to the tasks they have been

given. Imaginative play areas are used well to encourage talk that is meaningful and relevant in all classes. For example even less confident speakers were keen to talk when shopping at the bakers! All staff encourage less confident children to talk in sentences and more fluent communicators to extend their vocabulary. Children know that the adults are genuinely interested in what they are saying. The school gives good focus on speaking and listening skills through their *Time for Talk* project. This is helping improve children's speaking skills.

48. Teachers consistently establish good reading habits. Nursery children know how to handle books. Reception children recognise many simple words and most can use their knowledge of sounds to help them with their reading. Staff encourage an enjoyment of books through regularly using good quality story and information books. Stories are told in an interesting and appealing way by teaching and support staff. While children are enthusiastic during story times, few children in nursery or reception actively chose to read or browse. Not all rooms have attractive seating areas for children to just sit and look through books. There are not enough planned activities to encourage children to choose reading activities. Special events such as World Book Day add interest.
49. Writing skills are well taught. Daily opportunities are provided for children to write for a range of purposes. They have regular opportunities to practice their handwriting skills. Children are encouraged to record ideas from nursery onwards. They know that the staff value their efforts to write. While most are learning to form their letters correctly and fluently a minority of children have difficulty recording their ideas on paper. Some boys find writing particularly difficult. The school makes good efforts to motivate them. For example in a very well taught lesson children were encouraged to focus on the re-telling of *Little Red Riding Hood* through the use of puppets. Higher attaining children are very well extended in the mixed age class when they learn with the older Year 1 pupils.

### **Mathematical development**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Achievement is good because teaching and learning are focused on developing children's skills through a practical curriculum.
- There is a good balance between structured activities and learning through play and informal experiences.

### **Commentary**

50. Teaching is good and as a result most children make good progress and achieve well. There is a sustained focus on developing children's mathematical skills from nursery onwards. However, many children are unable to use their language to explain their mathematical ideas. Therefore most children will not attain all their goals in mathematical development by the end of their reception year.
51. Children enter nursery with a range of ability and experience, with many having limited mathematical knowledge and understanding. Nursery staff take every opportunity to reinforce and extend children's mathematical skills. For example, children daily take an active role in counting numbers for the register. Number awareness is promoted through counting games and familiar number rhymes. Children have daily opportunities to use sand and water. Reception staff build on children's learning well. A strength is the focus on practical activities to make their learning relevant and fun. As a result many children show real interest and pleasure and work for long periods. While reception staff provide many opportunities to use mathematical language many younger reception children find it difficult to use terms such as *taller and shorter, more and less*, with confidence when measuring. The higher attaining children in the mixed-age class are well catered for when they learn with the older Year 1 pupils. They recognize and can buy items using coins of different values. There is a good balance

between structured learning and informal exploration. After Easter the school is aiming to involve parents more in supporting the children's mathematical development via a *Backpack Project* that will include challenges to be undertaken in school and at home.

## Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **good**.

### Main strengths and weaknesses

- Children achieve well because there is a focus on developing children's skills through a practical, curriculum.
- There is no investigation area set up for children to explore informally.

### Commentary

52. Teaching is good and as a result most children make good progress and achieve well. Despite a curriculum that is rich and varied many children are unable to use their language to explain their knowledge and understanding. Therefore most children will not attain all their goals by the end of the reception year.
53. Children enter nursery with a range of ability and experience, with many having limited knowledge and understanding of the world. Nursery and reception staff provide an interesting range of experiences with a wide range of visits and visitors to enrich the curriculum. Topics such as *Ourselves*, *Light and Dark* and *Animal Habitats* help children to build up their picture of the world and extend their scientific knowledge. Regular use is made of good quality information books. Nursery children develop their senses and understanding through activities such as cake making and during social times when they learn about healthy foods. Within the two reception classrooms there are no investigation areas with objects, such as kaleidoscopes, colour paddles or magnifying glasses, for children to handle informally. Staff extend children's knowledge of religion and different cultures well. Children learn about *Chinese New Year* and *The Creation* together with stories related to Christianity and Judaism. Computer skills are in use daily with some lovely artwork created, for example, when the children used the *Dazzle* program to draw spring flowers.

## Physical Development

Provision in physical development is **good**.

- Children achieve well because there are plenty of opportunities to develop their physical skills.

### Commentary

54. Teaching is good and as a result most children make good progress and achieve well. Most children are on course to attain all their goals by the end of their reception year.
55. Nursery and reception children have regular access to a large well equipped outside area and a good range of three wheeled vehicles. Observation of nursery children using outdoor play equipment informally shows they are learning to use equipment safely and to play sensibly together. Younger reception children are developing a sense of space and learning to listen to music. Older reception children are well challenged and make good gains in their skills. Care is taken to include all children and provide activities that are challenging. For example, in a very well taught lesson children with particular physical needs achieved really well because the learning support assistant had high expectations of all the children she was working with. Higher attaining children were also well extended while working with the older Year 1 pupils. Children

develop their manipulative skills appropriately through regular opportunities to handle dough, scissors and small toys.

## **Creative development**

Provision in creative development is **good**.

- There are good opportunities for children to develop their creativity.
- Teaching is good and as a result most children make good progress and achieve well. Most children are on course to attain their goals by the end of their reception year.

## **Commentary**

56. In both nursery and reception classes there are regular opportunities for children to develop their creativity and skills. There is access to a good range of materials, with many planned opportunities to paint, draw and make models. As a result, children handle scissors and paintbrushes appropriately, enjoy being creative and produce pleasing results. The nursery and reception classes are filled with lovely examples of children's artistic work. The musical instruments on display in the reception class which the children have designed and made to take to the Mardi Gras Carnival, are of high quality. Children have many opportunities to learn nursery rhymes, sing songs, listen to music tapes and act out simple stories. However, there are no ongoing music areas in the reception classes for children to explore and handle musical instruments informally. A strength in both nursery and reception classes are the extensive range of imaginative play experiences both indoors and outside. Children show real pleasure and confidence as they use the various imaginative areas which are changed frequently.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Pupils' achievement is very good overall.
- Standards are above average by the end of Year 6.
- Teaching is good and enables pupils to learn successfully.
- The school has made significant improvement to writing standards and is currently working with the same effectiveness to lift reading standards.
- A good start has been made to use targets to support pupils' individual progress but these need to involve pupils more in self-review.
- Very good leadership and management in English is the driving force behind the strengths in the subject but more time is needed to enable the subject leader to work alongside infant colleagues to share the very best practice.

## **Commentary**

57. Standards in English have improved considerably since the previous inspection. A relative weakness in writing skills, identified by analysis of national test results has been addressed effectively by a whole school strategy that has led to significant improvement in the standards being reached. Writing standards, are currently above average by the end of Year 6. The marked improvement is more evident in Years 3 to 6 because of consistently good or better teaching. Accelerated learning is taking place in Years 5, and 6 as a result of very high quality teaching. Standards in Year 2 are currently below average in writing. The high proportion of pupils with special educational needs affects the standards being achieved in this year group. Teaching is more often satisfactory than good in Year 2 and this results in pupils building their

skills at a steady pace. The high standards at the end of Year 6 represent very good achievement for the pupils, since data shows that their attainment on entry was below average. The school's careful tracking of individual performance over time confirms that pupils of different capabilities achieve very well by the time they leave at the end of Year 6.

58. Standards in speaking are below average in Years 1 and 2 but listening standards are average. By the end of Year 6 speaking and listening standards are above average. Opportunities are provided in all lessons and the quality of relationships established by the staff enables pupils to respond with confidence. In Years 3 to 6 pupils of all capabilities speak and listen confidently in different contexts, asking questions to develop ideas or to ask for further clarification. In the very best practice teachers extend conversations very well. Lively discussions take place, such as in Year 6 during the excellent analysis of Robert Herrick's poem, *To The Daffodils*. After being totally absorbed in the teacher's expressive reading of the poem pupils discussed the alliteration, personification and the mood of the poem using words such as 'melancholy' to describe the latter. Throughout the school pupils listen respectfully to their peers' views, as well as to their teachers.
59. Reading standards are average in Year 2. By the end of Year 6 standards are above average with average and higher attaining pupils reading with good fluency, accuracy and expression from both fiction and non-fiction texts. They read in groups and independently, using a range of strategies including phonic skills which are systematically developed in the earlier years. Lower attaining pupils and those who have special educational needs use their knowledge of letters and letter sounds to establish meaning when reading aloud. Reading is taught well throughout the school, and this helps pupils to develop an understanding of texts and a love of reading. By the end of Year 6 most pupils show good understanding of a range of texts and confidently express personal preferences for authors and genres. Pupils have good retrieval skills and are able to locate information in books, CD ROM and the Internet speedily. The good focus on reading is effectively lifting standards. The library as a resource for learning is unsatisfactory, being too small and lacking the challenging reading resources, particularly for older pupils.
60. The school's focus on the development of writing has been successful in the junior classes and standards are above average by the end of Year 6. Writing at the end of Year 2 is below average. In Years 1 and 2 the writing by the higher attaining pupils is organised and clear. Punctuation to mark sentences is consistent and accurate. However, average and lower attaining pupils in Year 2 do not always form letters accurately. An over-reliance on worksheets inhibits the length and quality of writing for a number of these pupils. Pupils' skills are built on well in Years 3 to 6 where pupils are taught a wide range of writing styles and achieve much success. Writing is well used in all subjects with good opportunities for extended, imaginative writing. The writing of the average and higher attaining pupils in Year 6, uses imaginative vocabulary to capture the reader's attention. For example, one pupil wrote *Everything was dark...I saw a black image, piecing red eyes glared at me. I froze on the spot while another referred to 'The wild wind ... thoughts whirled round my frozen brain.* Pupils show good awareness of their audience when writing, with good examples of play scripts, poetry, stories, instructional text and persuasive writing. Technical skills of grammar, punctuation and spelling are usually accurate. High quality writing was observed from several year groups based on Derbyshire's Literacy Festival title *Holes, Hills and Homes*, including younger pupils in Year 1 working with Year 6 to create poems and collages. Handwriting skills are very good for a significant number of pupils in Year 6. Many take great pride in the presentation of their work.
61. Teaching is good overall with some very good features, largely in the upper juniors and enables pupils to learn successfully. Excellent teaching was observed with the oldest pupils which inspired pupils to produce work at standards well above average. In the very best practice, teachers have very good subject knowledge and plan exciting lessons which challenge pupils very well. Imaginative teaching styles inspire pupils to learn. Tasks are designed to match all levels of ability. Teachers are good role models for pupils. All speak well

and value the contribution made by pupils. Behaviour management is very good. High expectations challenge pupils to produce their best. A rigorous pace is maintained ensuring pupils cover a good amount of work in lessons. Teachers are careful to involve all pupils, so lessons are fully inclusive. Special educational needs pupils receive very good support from classroom assistants and their contributions are clearly valued. Very good relationships are established which result in well ordered lessons in which pupils gain maximum benefit. Assessment of individual progress and attainment is good with good use of target setting reflected in constructive marking. However, target setting now needs to involve pupils more through a process of self-review, in order to develop their understanding further of how well they have done and how their work might have been better.

62. Very good leadership and management in English is the driving force behind the strengths in the subject. The subject leader has a thorough knowledge and understanding of her subject. She is an exemplary teacher and an excellent role model for colleagues but more time is needed to enable the subject leader to work alongside infant colleagues in particular to share the very best practice.

### **Language and literacy across the curriculum**

63. Overall, pupils use their literacy skills well to support work in other subjects. Their skills in speaking and listening are used extensively in support of discussions in class sessions, collective worship and in subjects such as history, geography and religious education. Pupils' competence in reading and their ability to retrieve and collate information from a range of sources is used well in science, history and geography topics, for example, using census information to find out about life in Victorian times. Their good writing skills are used in most subjects, although writing opportunities are not identified clearly enough through planning in subjects such as religious education, particularly in Years 1 and 2, where much of the response is oral and recorded work is mostly work-sheet based.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- Standards in mathematics are not as high as in English and although the school is tackling raised achievement effectively there is still room for improvement.
  - There is insufficient emphasis on developing pupils' problem solving skills.
  - Good teaching is enabling good learning overall.
  - Younger children benefit from a practical *hands on* curriculum.
  - Targets are not used consistently throughout the school to be of sufficient help to pupils.
  - Recent strategies are having a positive impact and consequently standards show signs of rising.
64. The 2003 national test results showed that infant pupils made good progress from when they started school but that junior pupils made satisfactory progress over time with some higher attaining pupils not achieving as well as predicted. Current pupils' work and school data shows good and improving achievement. The percentage of pupils attaining the higher levels in both the infants and juniors are rising because of the effective strategies put in place to raise expectations and inject more challenge into the work set for a target group of potentially higher attaining pupils in all years. The school is using tracking systems more rigorously to check the rate of progress that pupils are making year on year and this is a positive feature in supporting improvements. Standards in mathematics in the current Year 2 are below average. They are average in Year 6. Pupils with special educational needs are achieving well because teaching assistants know their needs and give them very good support in lessons. Boys and girls are making similarly good progress in lessons.

65. Teaching throughout the school is good. All lessons observed were never less than good and at times very good, with no unsatisfactory teaching. There are very good relationships between pupils and staff. Pupils know staff are interested in them. They work hard in lessons, achieving well. Lessons are well resourced, interesting and stimulating. There are examples of very good teaching in both the infants and juniors. Pupils are very well taught in the mixed age Year 1 class. They achieve very well because the teacher has high expectations and matches the work very well to the ability of the higher and lower attaining pupils. In the junior lessons that were of very good or excellent quality, questions were used particularly well to draw out learning, with all pupils being very well challenged and making very good gains in their mathematical development.
66. Pupils enter Year 1 with skills below average in aspects of their mathematical understanding. Infants are taught well with secure learning patterns established early. There is a good focus on developing basic skills. An impressive feature is the emphasis on practical activities. Teachers use adult support very well to ensure pupils use a good range of practical equipment, with time to talk about their learning. This particularly helps less confident pupils understand and practice their skills. Pupils clearly enjoy their mathematical work. Whether using coins to shop, or finding right angles around the school, or adding three sets of numbers, pupils really persevere. They work well together and consequently achieve well. The numbers of pupils attaining the higher level three is improving. While pupils are encouraged to explain their thinking, using precise mathematical language, many younger pupils continue to have difficulty expressing their ideas fluently. Occasionally pupils reverse their numbers. This habit is not always corrected.
67. A strength of the teaching of the older pupils is the way teachers match the work to the very wide range of knowledge and understanding. The setting arrangements where pupils work in classes based on their own ability is working well. A strength of the lessons in junior classes is the quality of the continuous feedback and guidance. Consequently most pupils are clear about what they need to do within lessons. However, although pupils have their own targets, not all pupils know what they are or understand what they actually mean. While marking in books is generally helpful, there is little reference to pupils' individual targets. Therefore targets are not yet an effective tool to help pupils focus on what they need to do to improve their work. The schools' recent strategies to help pupils understand how to improve their own mental computation skills are having an impact on pupils' confidence and ability. While there is evidence of older pupils using jotting effectively to show their thinking and calculations this is not used systematically throughout the juniors. The school is committed to continuing to raise standards. To that end it has organised additional support. They have targeted more able pupils who are capable of achieving the higher level five as well as booster sessions for pupils who are just below average.
68. Work scrutiny shows that pupils have had limited practice in applying their skills to solving problems. The school has recently increased these opportunities but this still requires further development. Other than the whole-class numeracy sessions there is no extra time given to enabling pupils to extend their problem-solving skills. There are also limited opportunities to further practice word problems that cause some pupils particular difficulty. When pupils have these opportunities they are extremely responsive. For example in an excellent lesson with a mixed age class of Year 5 and Year 6 pupils, pupils really respond with enthusiasm when tackling a problem related to planning a holiday for Barney Bear. The lesson was interesting, fun and challenging from the moment it began. All pupils joined enthusiastically, answering a range of quick fire questions to the music of *YMCA*. They made very good gains in their understanding because the activity was so challenging and motivating to both boys and girls.
69. The subject leader is working successfully with staff and a numeracy consultant in order to raise standards. A thorough analysis of performance has been undertaken. As a result the school now has a well-focused plan. The focus is on providing extended time for problem solving opportunities and increasing pupils' independence and mental computation skills. Appropriate action is being taken although more action is needed to continue the drive to raise standards. For example the plan has no explicit percentage increases identified for continuing

to raise standards. This is a missed opportunity to help set out clear expectations for all staff year-on-year.

### **Mathematics across the curriculum**

70. Pupils' use of mathematical skills in other subjects is satisfactory. For example Year 6 pupils made good use of their mathematical skills as they measured in centimeters metres and degrees when recording results of a science experiment. Pupils learn about Islamic patterns in art and use their measuring and weighing skills in their design and technology work. However, within planning even more attention could usefully be given to promoting the cross-curricular use of mathematics. Mathematics lessons are timetabled for the ICT suite. In a Year 4 lesson observed, good use was made of ICT to analyse data related to a maths survey. However, there is less evidence in books of pupils' computer skills used regularly to support their mathematical development regularly within lessons.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses**

- Pupils' achievement in science is good.
- The quality of teaching is good overall.
- Provision for pupils with special educational needs is very good.
- Assessment procedures are not yet sufficiently embedded.
- Subject leadership and management are good.

#### **Commentary**

71. Although pupils' performance in the national tests have shown below average attainment in recent years, inspection evidence indicates that standards in science are currently average at the end of Year 6. This is an improving picture and is due to the good attention paid to providing pupils with 'hands on' activities and investigations. Strong emphasis is placed on the use of technical vocabulary. Pupils are achieving well and are making good progress overall throughout the school. This is an improvement on the satisfactory progress reported in 1998 when the school was last inspected.
72. The overall quality of teaching is good, with some very good teaching seen largely in the upper junior classes. Teaching in Years 1 to 4 is mainly good. Pupils follow a good curriculum in science that promotes well their scientific knowledge and helps them to build skills of enquiry and investigation. In a good lesson in Year 2 the pupils learned about the changes that occur as animals get older. They developed a good understanding of the concept of *a life cycle* because of the well-chosen activities and stimulating approach. Pupils build their scientific knowledge understanding and skills well. An outstanding lesson was observed in which Year 6 pupils made very good gains in their knowledge and understanding of forces as they planned and carried out an investigation to measure how air resistance slows down a moving object. Challenging and well organised activities are provided for all groups of pupils in Years 5 and 6 and enable the pupils to build well on previous learning. They are encouraged to use their mathematical skills to average out the results, sometimes using a calculator. 'Fair test' principles are applied when measuring, and explanatory conclusions are reached. Teachers show high expectations, and their good scientific knowledge is clearly demonstrated in all aspects of lessons. Relationships are very strong and ensure pupils are motivated and encouraged to work hard. Teaching assistants are very effective in their support of pupils with special educational needs and this ensures they too make good progress.

73. Assessment procedures were introduced recently to enable teachers to record pupil progress, and there is clear evidence that these are now being widely used. These are well thought out but have not yet had time to become sufficiently embedded to have an effect on further raising standards. Teachers' evaluations of planning are useful but lack precision in identifying the next steps for targeting the improvement of individual pupils. Assessment practice needs a sharper focus for it to be effective in improving learning.
74. The subject leader provides good leadership and management. Her own subject strengths in science are shared with her colleagues, and have a very positive impact on the quality of teaching especially in the upper junior classes. She carries out her monitoring responsibilities conscientiously, but there is a need for her to extend her direct observation of teaching and learning. Examination of test and tracking data gives her an overview of standards. This gives her a clear understanding of areas of the science curriculum and groups or individuals that need targeting for improvement. She has been instrumental in initiating improvements since the last inspection, including the focus on the practical aspects of science and providing a greater element of challenge for the higher attaining pupils throughout the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- There has been good improvement since the last inspection.
- Teaching and learning are both good.
- There is good cross-curricular use of ICT.
- Leadership and management are good, but a sharper focus is required on monitoring and evaluation.
- Assessment is in need of improvement.

### **Commentary**

75. Pupils are attaining average standards by Year 6. This is a significant improvement since the last inspection. Resources are much improved and the school has a well-equipped computer suite that now has the capacity to accommodate a whole class. Teachers have all undergone ICT training and their command of the subject is much improved being good overall.
76. Teaching is good. Teachers provide enjoyable lessons that are purposeful and enable pupils to build ICT skills at a good pace. Tasks are often challenging and require pupils to build upon previously acquired skills and to extend them. They achieve well because of the effective methods teachers use, and the careful matching of tasks to pupils of differing abilities. Good use is made of demonstrations using the inter-active whiteboard. Good relationships have been established and pupils have positive self-esteem. There is good collaborative working amongst pupils who show positive attitudes to the subject and a willingness to share their skills with a partner. These include cropping, copying and pasting, dragging and re-orientating. By Year 6 pupils are able to access the Internet via the school website to conduct research information for their projects, and create presentations with imported pictures and data. Teaching assistants provide very good quality support, particularly to those pupils with special educational needs.
77. ICT is used effectively in Year 4 to develop learning in other areas of the curriculum. In mathematics, pupils are able to produce bar graphs and pie charts and include text and frequencies. They also use ICT to support artwork and produce sky scenes in the style of Rene Magritte's 'The Man in the Bowler Hat'. Year 2 create Mondrian style abstract patterns, whilst Year 3 learn to manipulate computer controlled sound and create interesting and effective rhythms. In design and technology, Year 6 pupils have used ICT to research the

different structures of bridges at some length and used this information to design presentations, including useful evaluation of their findings.

78. The subject leader has presided over the changes since the last inspection and has worked hard to ensure improvement has taken place through careful planning. All requirements of the national curriculum are now in place. Further developments are planned as part of the extensive action plan. There has been considerable staff training to improve teachers' own knowledge and skills. The subject leader carries out a number of monitoring activities, but now needs to extend these to allow him to carry out more direct observations of teaching and learning in order to gain a more accurate view of standards. A portfolio of completed pupils' work is being developed to provide staff with clear exemplification of standards. Recently, new assessment procedures have been introduced, but they are not yet having an impact on standards.

### **Information and communication and technology across the curriculum**

79. This is an area of strength for the school because of the wide spread use in all subject areas. In addition to those already mentioned, the staff provide opportunities for pupils to develop research skills in literacy, and through writing newspaper articles in the project on Shakespeare which enable the pupils to use ICT to support writing for different audiences. The digital camera is used effectively in physical education to evaluate performance in gymnastics and pictures are incorporated into multi-media presentations. The lack of hardware in classrooms restricts the total use of ICT but the school is seeking improvement with the introduction of four new interactive whiteboards in April.

## **HUMANITIES**

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weakness**

- Teaching is good and helps pupils to achieve well.
- The subject is well led and managed.
- The subject is well supported by well planned assemblies and the general ethos of the school.

### **Commentary**

80. Standards are average at the end of Years 2 and 6 and pupils' achievement is good. Teaching and learning are good as shown by the lessons observed and the work in pupils' books. Planning in all lessons is closely linked to the locally agreed syllabus. Support for pupils with special educational needs is good enabling these pupils to achieve well. There has been satisfactory improvement since the last inspection.
81. During their time in school pupils learn about different faiths including Christianity, Judaism, Hinduism, Sikhism and Islam. They are encouraged to recognise similarities and differences between religions. For example, pupils in Year 1 compare the Hindu and Christian version of the Creation stories. They then design their own beautiful garden. In Years 5 and 6 pupils extend their thinking about the Muslim belief in *Angels* and note the similarity with Christian beliefs. Throughout the school pupils have a good knowledge of Christian traditions and festivals such as the Baptism ceremony and Harvest Festival. They are given good opportunities to interpret Bible stories such as *The Prodigal Son*. In a well-planned assembly pupils from the Year 5/6 class acted out the story of the Good Samaritan in modern day terms using football supporters as the passers by with a fan of the opposition being the one to give help and support. They conveyed the story clearly and the message came across well. Such assemblies make a good

contribution to pupils' personal development, extending speaking and drama skills as well as extending their knowledge and understanding of parables. A very good family atmosphere fosters a community spirit and conscience.

82. A programme of visits and visitors contribute well to pupils' learning so that by Year 6 pupils have a good knowledge of places of worship and religious symbols, having visited the church and the gurdwara.
83. Teaching is good and leads to pupils achieving successfully. The strengths of the good teaching seen in lessons included the good use of questioning, thought-provoking and sensitive to further their understanding, the very good relationships and the inclusion of all pupils. Lessons are well planned. Resources are used effectively to enhance learning as in the lesson on Sikhism in lower juniors. Pupils' are interested and well motivated to learn. The work in pupils' books shows that religious education studies are enabling pupils to learn *about* and *from* different faiths. Religious education makes a very good contribution to pupils' spiritual, moral, social and cultural development and the values they are building as future citizens.
84. The subject is well led and managed. The subject leader has a good understanding of the subject, although at present he does not have the opportunity to monitor and evaluate teaching and learning. The scheme of work is new and is not yet fully embedded. New assessment procedures are being trialled, and plans are usefully in hand to develop the use of ICT in religious education.

## Geography

Provision for geography is **satisfactory**.

### Main strengths and weaknesses

- Teaching is good and enables pupils to achieve well.
- Pupils have very positive attitudes to geography.
- ICT is well used to develop geographical skills.
- The subject leader is well tuned into where curriculum innovation is needed.

### Commentary

85. Standards in geography at both the end of Year 2 and when pupils leave the school at the end of Year 6 are average. Teaching is good at all stages. Achievement is good, and pupils develop both their geographic knowledge and their enquiry and research skills well.
86. The essential skills in geography are consistently developed. For example, mapping skills in Year 2 when pupils map their route from home to school, lead to an understanding of map references and symbols in Year 6, when pupils explore maps of Derbyshire, finding grid references for key features such as rivers and canals.
87. In Years 1 and 2 pupils learn to distinguish between natural and human features in their locality. They show an awareness of localities beyond their own. In Year 2 in their study of Kenya, pupils make comparisons with their own life here and that of a Kenyan child using sources of information such as photographs and timetables. In Year 3 pupils learn about the weather, exploring weather maps and weather around the world and investigate how people affect the weather through the 'greenhouse' effect, global warming and the destruction of rainforests for example.
88. Pupils in Years 5/6 extend their mapping skills well and consider why certain features are where they are. They explore aerial photographs of the area and design posters to persuade people to try sports in the Peak District National Park. Some of the work seen is of a very good standard.

In particular the very well constructed contour models to show how hills and mountains appear on maps. Good use is made of visits to support learning and enrich the curriculum. In the lessons seen, teaching and learning were good in one lesson and satisfactory in the other two. Teaching strengths include effective questioning, good opportunities for speaking and listening and good support from classroom assistants. Activities are well matched to needs and well resourced.

89. Literacy skills are used well particularly in the upper junior classes as observed, in Years 5/6 when writing about the different areas of the Peak District. The high quality of geographical displays makes a strong contribution to pupils' cultural development.
90. The subject leader has a good knowledge and understanding of the subject. Assessment strategies based on national guidance are in place. At present the role does not extend to monitoring teaching and learning and the standards achieved in lessons.

## History

Provision in history is **satisfactory**.

### Main strengths and weaknesses

- Standards are average in Years 2 and 6 and achievement is good.
- The quality of teaching and learning is good.
- The subject leader's management role does not yet extend to monitoring teaching and learning and standards achieved in lessons, and this is a missed opportunity.

## Commentary

91. The good curriculum for history ensures that all pupils receive a steady and consistent level of provision. This enables them to build skills and knowledge well. The subject is popular with staff and pupils alike. Standards are average and pupils make good progress. Achievement is good across the school. This is a similar picture to that reported on at the time of the previous inspection.
92. Teaching and learning are good overall. Pupils' work in books shows that they follow a scheme of work in history that develops a sound understanding of chronology and a good knowledge of particular people and periods. They interpret evidence in a variety of ways and communicate their learning in a range of good formats. In Years 1 and 2 pupils explore differences between the past and present day. They look at photographs and place familiar objects, such as toys, in chronological order. Pupils in Year 2 learn about the life of Florence Nightingale and compare hospitals then and now. They explore changes over time in the local area. Good opportunities are taken in Years 3 to 6 particularly to develop extended writing that shows empathy and understanding.
93. In two of the three lessons seen, teaching and learning were good and satisfactory in the third lesson. In the lessons seen pupils in Year 3 made good use of research skills to find out about Viking Gods. Pupils in Year 4 and 5 look for clues from artefacts to find out more about the everyday life of Vikings. Characteristics of the good teaching include well-focussed questions which promote deeper thinking and a good range of artefacts which hold pupils' attention well. The lessons make a good contribution to pupils' speaking and listening skills as well as to their research skills. Learning is enhanced through the good use of visits, such as that to the Galleries of Justice as part of their study on the Victorians in Years 5 and 6. Pupils extract information from a census to find out more about life at that time and compare Victorian life, for example schools and prisons with the present day. Good displays support learning in history.
94. The subject leader has good knowledge and understanding of the subject and is usefully developing assessment procedures and a portfolio of work. The role does not yet extend to

monitoring teaching and learning and standards achieved in lessons and this is a missed opportunity.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

Provision for art and design is **very good**.

#### **Main strengths and weaknesses**

- Standards are above average in art and design throughout the school.
- The achievement of pupils is very good.
- Pupils are provided with very good opportunities to experience art through a rich curriculum.
- There are strengths in teaching that enable very good learning in the junior stage.
- Leadership is very good.

#### **Commentary**

95. There is evidence of high quality pupils' work on display throughout the school. The school is an art rich environment showing the wide range of very stimulating experiences pupils have received which involve a variety of media and work in two and three dimensions. The pupils have been involved in the development of the school gardens, with particular attention given to the shape and colour of planting. Much interest has been evoked through the development of totem poles and wall murals to help decorate the playground. The subject makes a significant contribution to pupils' spiritual and cultural development.
96. Teaching is of good quality, with some very good features. Teachers demonstrate a good awareness of artistic styles and techniques and provide interesting activities to enable pupils to develop their skills to a good level and to achieve above average standards. They place great emphasis on the development of observational skills using a wide range of work of both classical and contemporary artists. This enables pupils to develop an understanding of their differing techniques, and to apply them to their own work. Sketchbooks are used to enable pupils to learn the art of drawing and sketching and the effective use of shading. Teachers often link art skilfully to other curriculum areas to examine other cultural art forms including African, Celtic and Aboriginal. Pupils enjoy art and work well in collaboration with others. Teachers are very supportive and encouraging to less confident pupils. Good use is made of demonstrations and resources to enable pupils to understand how, for example, light and shade can be created through the application of particular techniques. ICT is used effectively to extend pupils' skills and knowledge further.
97. Art and design is led by an enthusiastic subject leader who has ensured that a broad range of curricular experiences is providing pupils with opportunities to achieve very well in their development of skills, knowledge and understanding. She has a good overview of standards through her monitoring activities, and is confident that the school is now at the stage where it can apply for the 'Artsmark' because of the strengths of the subject.

### **Design and technology**

Provision for design and technology is **satisfactory**.

#### **Main strengths and weaknesses**

- Pupils enjoy the subject and achieve well.
- Teaching is good overall with some very good features.
- The subject is well led and managed.

## Commentary

98. The school is enabling pupils to achieve well through a wide range of experiences of using materials, tools and techniques, and to attain average standards. Most pupils are successful in design and technology tasks and processes, although not all pupils are encouraged to evaluate their work. The subject is often linked to elements of science, when for example pupils use pneumatics and hydraulic principles, and when investigating the vehicles they have made that travel the fastest. ICT is used very effectively in Year 6 to support pupils' research into the structure of bridges as part of a design project.
99. Teaching is good overall with some very good teaching in the upper junior years. Pupils are set challenging tasks. Timed focused practical tasks require pupils to construct a bridge using a limited amount of newspaper, sticky tape and scissors only, and then test for strength. They work well in groups and discuss their strategy for producing strong structures. Teachers give good demonstrations to help pupils develop an understanding of their tasks. Pupils are well motivated and work industriously. Resources are used effectively to support pupils' learning. There is good support for all pupils and those with special educational needs are very well supported by teaching assistants to ensure they achieve as well as their peers.
100. The conscientious subject leader provides good leadership and management. There is good support provided for colleagues through a clear curriculum that ensures appropriate coverage of all required areas. Although funding for the subject is limited pupils are still achieving well. Monitoring and evaluation activities enable her to keep a focus on standards, although the assessment procedures are comparatively new and not yet fully embedded. Links with other schools and businesses provides some useful enrichment to the curriculum.

## Music

101. Work was sampled in music with only two lessons observed. It is therefore not possible to form an overall judgment about provision in this subject.
102. In the two music lessons observed, teaching was good with pupils attaining the standards expected for their age. A feature in both lessons was the promotion of pupils' creativity. Year 2 pupils created a sequence of musical effects using a range of instruments. Year 4 pupils used instruments to create the mood of the sea. In both lessons pupils had good opportunities to discuss their ideas for their compositions. Singing in assemblies is tuneful. Most pupils participate readily, reaching average standards.
103. Music makes a positive contribution to pupils' personal development and cultural appreciation. The range of enrichment activities has improved. Pupils benefit from specialist music tuition for clarinet, as well as the three recorder groups within school. There is a choir for junior pupils, however, few boys choose to take part. The school provides regular opportunities for pupils to use their musical skills and to perform both in school, during assemblies and productions and also in the community. For example pupils in the juniors take part in an annual inter-school concert, with the East Midlands Viva orchestra. As part of the scheme, pupils have choral tuition. Planning indicates that pupils are exposed to a good range of music and learn about music from different times and cultures.
104. The subject is well led. The subject leader ensures priorities identified are acted on. The weaknesses that were identified in the previous report have been successfully addressed through staff training and the introduction of a new scheme. The subject leader does not have the opportunity to regularly monitor teaching and learning in lessons however and this is a missed opportunity.

## Physical education

Provision for physical education (PE) is **satisfactory**.

### Main strengths and weaknesses

- Teaching is good and pupils achieve very well.
- Pupils' attainment is above average by the end of Year 6
- Pupils achieve particularly well in swimming.
- There has been good improvement to dance since the time of the previous inspection.
- PE makes a very good contribution to pupils' personal development.
- There are no clubs for infant pupils.
- PE is well led and there are opportunities for the monitoring of lessons in the summer term already planned.

### Commentary

105. Teaching is good and pupils achieve very well overall. Pupils undertake a worthwhile range of experiences to help them develop their skills in each aspect of their physical development. This is demonstrated in the planning. All the elements of PE are covered, including opportunities for swimming, outdoor and adventurous education. Only dance skills were observed in the infant classes. This teaching was satisfactory and pupils' standards were as expected for their age. The full range of dance, gymnastics and sports were observed in the junior classes. In those lessons the teaching was never less than good and mostly very good. Teachers clearly enjoy teaching PE. They have very good relationships with pupils and high expectations of behaviour. Pupils work hard, make good efforts to extend themselves and consequently achieve very well. Good attention is paid to helping pupils evaluate their own learning in order to improve their skills. In a very well taught games lesson in the juniors, pupils made real gains in their passing and dribbling skills. They made very good gains in their tactical understanding of defence and attack moves. This was because of the very good continuous feedback and encouragement by the teacher. As a result of this effective teaching, pupils' standards are above average in games, dance and gymnastics by the end of Year 6. Junior pupils are taught swimming in Years 3, 4 and 5. Many pupils start school unable to swim. Records show that pupils make very good progress with their skills. By the end of Year 5 swimming skills are consistently well above average.
106. There has been good improvement in the provision for dance since the time of the previous inspection where weaknesses were identified. Throughout the school teachers provide an interesting range of experiences, with music used well to stimulate pupils' creativity. Infants are taught to listen to, and comment on, a range of music. In Year 1 pupils can vary their movements to create simple dance sequences for frogs, swans and lions. In Year 2 pupils can reflect and comment on dance moods in a video of a Beatrice Potter ballet before creating their own movements. Dance is well taught in the juniors and pupils achieve well, with standards above average by the age of 11. In a very well taught lesson in Year 6 the teacher's energy really fired the pupils' enthusiasm as they developed their dance routines based on *The Twist*. Both boys and girls were equally engrossed and motivated and worked at a standard above that expected for their age.
107. PE makes a very good contribution to pupils' personal development. Younger pupils are encouraged to work with partners and to share equipment. Girls and boys have regular opportunities to compete, collaborate, and take part in team games. They learn to accept both success and defeat. There is a strong programme of additional events, with the school having many successes in inter-school events. A number of staff provide the good range of clubs, sporting activities and out of school provision for juniors. However, there are no additional activities for infant age pupils. Older pupils really appreciate the sports opportunities on offer and are enthusiastic about physical education lessons.

108. The subject is well led. The subject leader ensures priorities identified are acted on and is currently preparing the school to apply for the Sports England Active mark award. The subject leader does not regularly monitor teaching and learning in lessons, however, some opportunities for this are planned for the summer term.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision for personal, social, health and citizenship education (PSHCE) is **very good**.

### **Main strengths and weaknesses**

- The school community is a friendly, happy and caring one in which all pupils are valued and learn respect, understanding and compassion.
- Pupils are taught about issues of health and safety which will stand them in good stead throughout life.
- In their personal development they are encouraged to be confident, thoughtful people with high self-esteem and an awareness of their role in society.

### **Commentary**

109. The very good ethos and climate for learning is a measure of the success of the PSHCE programme. A very comprehensive and diverse approach involves assemblies, circle times, class discussions, formal lessons, visits and visitors. It is delivered in such a way that all staff have consistently high expectations, provide very good role models, and promote the positive. As a result pupils are enthusiastic learners who can see the importance of this part of their education and try hard to reach the goals set for them. Good social and moral behaviour is one of the main strands of PSHCE in which minor misdemeanours are dealt with by careful, sensitive intervention and support where necessary. Pupils respect the need for occasional "Time" when 5 minutes is given for cooling off and reflecting. Some pupils make particularly good progress in their personal development and from a low starting point they become well-rounded young people who are good to know. All pupils achieve a level of self-belief and confidence which prepares them well for their secondary education.
110. An outstanding feature is the teaching of Lifesaving (first aid) techniques in Years 4 to 6. All older junior pupils are given training in these vital skills. Health awareness is also promoted well and the school council is about to launch a healthy snacks week to supplement the current practice of providing free fruit.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<b>Grade</b>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	3
<b>The leadership and management of the school</b>	<b>3</b>
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). When judging standards- 1 is very high, 2 - well above average; 3 – above average; 4 – average; 5 – below average; 6 – well below average; 7-very low*