

INSPECTION REPORT

St Thomas RC Primary School

Ilkeston

LEA area: Derbyshire

Unique Reference Number:
112903

Headteacher: Mr D E Jones

Reporting inspector: Jeff Plumb
T12411

Dates of inspection: 19 - 22 January 1998

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

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Information about the school

Type of school	Infant and Junior
Type of control	Voluntary Aided
Age range of pupils	4 - 11 years
Gender of pupils	Mixed
School address	Church View Ilkeston Derbyshire DE7 4LF
Telephone number:	0115 9320550
Appropriate authority:	Governing Body
Name of chair of governors:	Mr M Ward

Information about the inspection team

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S Howley, Lay Inspector		Attendance Spiritual, moral, social and cultural development Partnerships with parents and the community
D Wheatley	Art Design and technology English	Leadership and management Efficiency
A Jeffs	Information technology Mathematics Music Physical education	Curriculum and assessment Support, guidance and pupils' welfare Staffing, accommodation and learning resources Special educational needs Under-fives

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Main findings

1.This is a very good school where good teaching enables almost all pupils to attain above the national average in English, mathematics and science and make good progress in most other subjects in a secure and Christian environment. All staff work together effectively as a team and continually appraise what they do to improve the academic and personal development of pupils further.

2.Attainment on entry for the under fives is above the national average and, at the age of five, pupils' attainment is well above the national average for children of their age in relation to the Desirable Learning Outcomes and these children are well prepared to begin compulsory education.

3.The National Curriculum assessment test results for 1997 show that pupils at the end of both key stages are above the national average in English, mathematics and science.

4.Attainment in English, mathematics and science exceeds the national average at the end of both key stages. In art, design and technology and history attainment is in line with the national expectation at the end of Key Stage 1 and above at the end of Key Stage 2. Although attainment is in line with the national expectation at the end of both key stages in geography, there are a significant proportion of pupils who exceed the national standard at the end of both key stages. Attainment in music is in line with the national expectation at the end of both key stages and in physical education it is above at the end of both key stages. In information technology attainment is in line with the national expectation at the end of Key Stage 1 but below at the end of Key Stage 2.

5.Although attainment in English is above the national average overall, speaking and listening skills are in line with the national average at the end of both key stages. Attainment in reading and writing is above the national average at the end of both key stages. Key Stage 1 pupils read with confidence and discuss the main characters in a story. At Key Stage 2 pupils read a range of books and poetry. At Key Stage 1 pupils write for a variety of purposes and at Key Stage 2 they produce imaginative and mature writing.

6.Standards of attainment in the use of number in mathematics exceed the national average at the end of both key stages. Attainment in scientific knowledge and the skill to plan investigations are above the national average at the end of both key stages.

7.Pupils make at least satisfactory progress in all lessons and good progress in eight tenths. However, at Key Stage 2 in information technology, pupils do not have the opportunity to move ahead adequately across the full information technology curriculum. The scrutiny of work confirms that progress over time is good in most subjects. Pupils with special educational needs (SEN) make good progress in their development of skills, knowledge and understanding. This is as the result of having effective individual educational plans with specific targets to work towards and the effective support provided by education care officers, who work successfully in partnership with teachers to meet the needs of these pupils.

8.Pupils make good progress in English, mathematics, science, geography, history and physical education at both key stages. In art and design and technology pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. All pupils, including those with SEN, make slow progress in information technology in school.

9.Progress in speaking and listening at both key stages is satisfactory; in reading and writing at both key stages progress is good. Progress in the use of number is good at both

key stages. In science pupils make particularly good progress in planning and carrying out investigations at the end of both key stages.

10. There is no significant difference in the attainment and progress between boys and girls.

11. Scrutiny of National Curriculum assessment tests over the last three years confirms that the attainment of both boys and girls at both key stages is improving each year.

12. The personal and social development of the under fives is very good. In Key Stages 1 and 2 pupils' attitudes to learning and their behaviour, both in the classroom and around the school, are very good. Their personal development and the contribution they make to the community are very good. Exclusions are very rare. Attendance is good. Children enjoy coming to school and the good attendance has a positive impact on their attainment and progress. The majority of pupils arrive at school on time and lessons begin punctually. The marking of registers complies with legal requirements.

13. The quality of teaching is always at least satisfactory and in eight tenths of lessons it is good or very good. For the under fives teaching is good or very good: it is imaginative and shows excellent attention to detail. Teaching is a major strength of the school, having a positive impact on the attainment and progress made by pupils. Teachers' knowledge and understanding of subjects across the curriculum is good except for information technology. Teachers have high expectations for pupils. A very good range of teaching strategies is used. Planning is effective in all subjects, but there is no scheme of work for information technology to provide practical guidance to members of staff who lack confidence. Effective use is made of time and resources but there are insufficient computers and not enough tools for design and technology. Pupils with SEN are very well taught and effective use is made of very specific targets on their individual education plans to monitor their progress. Behaviour management is excellent and there is a wonderful atmosphere of good fun and hard work. Assessment procedures are coherent in English and mathematics but they are not coherent in the other subjects and need development; the school recognises this. However, although there is a lack of coherent assessment procedures in science, geography and history, teachers use day to day assessments well in these subjects to inform their planning. Work is marked regularly but comments do not always make it clear what pupils need to do to improve their work. Very effective use is made of homework in English and science but in mathematics it is inconsistent.

14. The curriculum is broad and balanced and meets statutory requirements except for information technology. As a Roman Catholic school religious education is part of the core curriculum. Throughout the curriculum there is a strong emphasis upon the development of a healthy lifestyle. The provision for sex and drugs education is good. The curriculum is greatly enriched by a wide range of residential field trips, visits and very good extra-curricular activities. Provision for pupils with special educational needs is very good and complies with the requirements of the Code of Practice. Curriculum planning is very thorough and programmes of work are in place for all subjects except for information technology.

15. There is an assessment policy that identifies a range of assessment activities. These are implemented regularly in English and mathematics but many teachers adopt their own assessments in science and the other subjects. This sometimes means that assessment is fragmented and does not provide the most coherent basis for assessing and recording pupil progress. However, in many subjects such as science, geography and history teachers make good use of day-to-day assessments to inform their planning to raise the standards of pupils in their groups. The school is beginning to make effective use of National Curriculum

assessment test results to inform decision making: the need to purchase more books for boys was identified in this way.

16. The provision for the spiritual, moral, social and cultural development of pupils is a real strength of the school. The school provides very good support and advice for pupils. It is a happy and caring environment. Child protection procedures are good. Relevant safety assessments are made and all relevant issues noted and speedily acted upon.

17. The partnership with parents and the community is very good and a strength of the school. Links with the Catholic community are excellent and the regular weekly school mass is very impressive. This effective partnership with the community makes a positive contribution to pupils' attainment and progress.

18. The headteacher provides good leadership and has a clear and purposeful vision for the school's development which is shared by staff and governors. The school development plan is an effective tool for the management of change and has a positive impact on the quality of education provided for pupils. The curriculum co-ordinators carry out their responsibilities conscientiously but they are not involved in formal monitoring and evaluation of teaching and learning. The headteacher monitors teaching and learning informally but there is no formal system in place for the headteacher and deputy headteacher to monitor classroom practice.

19. The governors are supportive and meet their statutory responsibilities, except for ensuring the full delivery of IT and monitoring the delivery of the curriculum. There is little monitoring of the school and its systems, especially in finance and the curriculum at any level. The ethos of the school is very good and reflects the commitment to high attainment and to its Christian beliefs. Daily routines are clear and understood by staff. The school benefits from effective and efficient administrative support.

20. The number, qualifications and experience of teachers enable them to meet the requirements of the National Curriculum. The first cycle of the teacher appraisal process has been successfully completed and it has identified a number of training needs. The information gained from appraisal contributes to the school development plan. The accommodation presents a number of day-to-day limitations to the effective delivery of the National Curriculum. One class has space problems that prevent effective implementation of investigative methods within mathematics while another, on split levels, presents problems of visibility for some pupils. Playground space is limited and does not give enough stimulation for pupil games and activities. There is no environmental area for science such as a pond. The displays within all classrooms and open areas around the school are excellent. There are insufficient computers, not enough equipment for the teaching of electricity in science and some mathematical activities at Key Stage 2, insufficient tools for design and technology and a paucity of resources for teaching National Curriculum geography and history; resourcing for effective teaching in humanities relies on the goodwill of a dedicated staff who bring in artefacts and books from home.

21. The financial management of the school is good but the newly formed finance sub-committee of the governing body has not yet put in place an effective system for monitoring the budget. Staff are well deployed and effective use is made of the accommodation and resources available to teachers. Given that attainment is above the national average in English, mathematics and science at both key stages, progress is good throughout the school for all pupils including those with SEN in most subjects and the quality of teaching is mostly good or very good, the school provides very good value for money.

Key issues for action

1. The governors and senior management team at St Thomas VA RC Primary School should give attention to the following points to raise standards and the quality of work:

- improve standards and ensure National Curriculum requirements are met in information technology by i) providing more computers; ii) increasing staff confidence by enabling the co-ordinators for IT to work more closely with teachers in the class room;
- formalise a system for the monitoring and evaluation of teaching and learning by the headteacher and deputy headteacher to raise standards in all subjects, and train and enable the subject co-ordinators to have sufficient non contact time to carry out a programme of monitoring teaching and learning in their subjects;
- train governors to involve them more effectively in financial planning and in developing a longer term curriculum plan which addresses the full National Curriculum including literacy and numeracy;
- improve the resources for mathematics, science, design and technology, history and geography; and
- work in partnership with the Diocese and Local Education Authority to improve the size of class bases to enable more effective delivery of the National Curriculum; improve the outdoor environment to provide more creative play opportunities and curriculum opportunities for science.

Introduction

Characteristics of the school

1. St Thomas Roman Catholic Voluntary Aided Primary School serves the parish of Our Lady and St Thomas of Hereford, Ilkeston. There has been a R.C. Primary School in Ilkeston for over 100 years and the present building dates from 1974. The school is affiliated to the Local Education Authority (LEA) with whom it enjoys a good and effective relationship: the school has the support of the Diocesan advisory bodies.

2. There are 230 pupils on roll aged 4 to 11, coming from a very wide catchment area. Ilkeston and the surrounding areas have seen major developments in housing. This has resulted in a full take-up of places by Roman Catholic pupils. Several pupils travel a considerable distance. The intake consists of mainly British white pupils, though there are white pupils of different ethnic backgrounds.

3. There is a wide socio-economic mix of both privately owned and council houses. There is also a wide mix in socio-economic circumstances. There are 18 pupils who are eligible for free school meals which is well below the national average. Sixteen pupils have been identified as having special educational needs which is low by national standards.

4. There are seven full-time single aged classes. The largest class has 37 pupils and no class has fewer than 30 pupils. The school has been included in the Derbyshire County Council's bid for funding to reduce class sizes.

5. There is a wide variation of attainment on entry. Some pupils have attended playgroups or nursery school and some have not. Overall, attainment on entry is above the national average.

6. The "Mission Statement" is central to the purpose and ethos of St Thomas school. This is set out in the aims of the school - ' the Mission Statement in practice ' and is reflected in the school and staff development plans and in all school policies.

7. The school aims to:

- I. Create a caring Christian atmosphere based on Gospel values and a love of Christ which:
 - teaches children respect for themselves and for others;
 - makes all aware that they should contribute towards the Christian ethos in our school;
 - encourages all to grow in faith through prayer and worship;
- II. Recognise that each individual is valued as being unique;
- III. Encourage the partnership between the school, home and parish and to foster relationships with the wider community;
- IV. Provide a curriculum which will develop the full potential of every child.

30. There are a number of whole school targets on the school development plan aimed at raising standards, for example the use of a comprehension scheme across both key stages to improve standards in writing. The school is planning to deliver the national literacy and numeracy programme from September 1998 and is involved in partnership with the LEA achievement plan to set targets to raise standards in reading and number.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:

Year	Boys	Girls	Total
1997	15	23	38

National Curriculum	Test/Task Results	Reading	Writing	Mathematic
Number of pupils at NC Level 2 or above	Boys	13	12	15
	Girls	23	23	23
	Total	36	35	38
Percentage at NC Level 2 or above	School	95(87)	92(87)	100(90)
	National	80(78)	80(79)	84(82)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	15	15
	Girls	23	23	23
	Total	36	38	38
Percentage at NC Level 2 or above	School	95(87)	100(91)	100(97)
	National	80(79)	84(82)	85(84)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:

Year	Boys	Girls	Total
1997	16	17	33

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	13	15
	Girls	12	13	14
	Total	26	26	29
Percentage at NC Level 4 or above	School	79(59)	79(59)	88(79)
	National	63(58)	62(54)	69(62)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	15	14
	Girls	12	13	13
	Total	25	28	27
Percentage at NC Level 4 or above	School	76(66)	85(69)	82(86)
	National	63(60)	64(60)	69(65)

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	5.7
	National comparative data	5.6
Unauthorised absence	School	0.06
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	17
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

1. Attainment on entry for the under fives is above the national average and by the age of five attainment is well above the national average for children of their age in relation to the Desirable Outcomes: personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development.

2. The National Curriculum assessment test results for 1997 at the end of Key Stage 1 and Key Stage 2 show that pupils' attainment is above the national average in English, mathematics and science.

3. Attainment in English, mathematics and science exceeds the national average at the end of both key stages. In art, design and technology and history attainment is in line with the national expectation at the end of Key Stage 1 and above at the end of Key Stage 2. Although attainment is in line with the national expectation at the end of both key stages in geography, there is a significant proportion of pupils who exceed the national standard at both key stages. Attainment in music is in line with the national expectation at the end of both key stages and in physical education it is above at the end of both key stages. In information technology attainment is in line with the national expectation at the end of Key Stage 1 but below at the end of Key Stage 2.

4. Although attainment in English is above the national average overall, speaking and listening skills are in line with the national average at the end of both key stages. Attainment in reading and writing is above the national average at the end of both key stages. Key Stage 1 pupils read with confidence and discuss the main characters in a story. At Key Stage 2 pupils read a range of books and poetry. At Key Stage 1 pupils write for a variety of purposes and at Key Stage 2 they produce imaginative and mature writing. By Year 6 most pupils order their work into paragraphs and some use speech marks, question marks and commas correctly.

5. Standards of attainment in the use of number in mathematics exceeds the national average in mathematics at the end both key stages. By the end of Key Stage 1 higher attaining pupils are beginning to develop a range of strategies for solving problems, including individual ways of adding and subtracting up to 1000, and they have a good grasp of multiplication tables. By the end of Key Stage 2 pupils have developed a range of strategies for calculation and problem solving. Pupils' attainment is above the national average in knowledge and in experimental and investigative science at both key stages. By Year 6 pupils plan an investigation carefully and independently, to explore how an image is seen in a mirror; they create a real image by positioning mirrors at right angles.

6. Pupils make at least satisfactory progress in all lessons and good progress in eight out of ten. However, at Key Stage 2 in information technology, pupils do not have the opportunity to move ahead adequately across the full information technology curriculum. The scrutiny of work confirms that progress over time is good in most subjects. Pupils with special educational needs make good progress in their development of skills, knowledge and understanding. This is as the result of having effective individual educational plans with specific targets to work towards and the effective support provided by education care officers, who work successfully in partnership with teachers to meet the needs of pupils with SEN.

7. Pupils make good progress in English, mathematics and science at both key stages. In geography, history and physical education pupils make good progress at both key stages. In art and design and technology pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. All pupils, including those with SEN, make slow progress in information technology.

8. Progress in speaking and listening at both key stages is satisfactory; in reading and writing at both key stages progress is good. Progress in the use of number is good at both key stages. In science pupils progress in what constitutes a fair test, and skill in planning and carrying out scientific investigations is good at both key stages.

9. There is no significant difference in the attainment and progress of boys and girls. Scrutiny of National Curriculum assessment tests over the past three years confirms that there has been an improvement in the standards attained by boys and girls in English, mathematics and science over the years.

Attitudes, behaviour and personal development

10. The personal and social development of the under fives is very good. Pupils throughout the school have very positive attitudes to learning in all subjects. They show considerable enthusiasm and interest in their work and enjoy being at school. They readily come forward, to show and talk confidently about their work with visitors. In lessons pupils listen attentively, both to each other and to teachers and other adults. During the evaluation sessions at the end of lessons the older pupils develop their work by incorporating the creative ideas and findings of others into their own work. They respond eagerly to questions, discussions and the work which is presented to them. They work very hard and persevere at tasks until they are complete. Their willingness to answer questions, contribute ideas and opinions, in group and class activities, is very good and shows an increasing confidence and competence as they progress through the school.

11. Pupils' behaviour is very good and sometimes excellent in lessons, around the school, including the play areas, and when they make educational visits. Their behaviour on the bus ride to and from school and the swimming pool is outstanding, as evidenced from discussion with the driver: he stated that "they are the politest group of children I transport". In class they co-operate well with one another sharing tasks and ideas. Pupils' very good behaviour results in a calm environment which is conducive to hard work in a relaxed atmosphere where pupils and teachers have a lot of fun whilst working hard, for example in the Year 5 investigation on sound using balloons. Their good behaviour in lessons contributes positively to their progress and attainment. There has been only one exclusion in the past thirteen years which is further evidence of the very good behaviour in this school. Forgiveness and reconciliation are significant features of the way all pupils and staff behave in this Christian school.

12. Staff and pupils form very constructive relationships which are a strength of the school. Pupils take responsibility willingly and there is considerable evidence that pupils show care for the whole community. In lessons, for example in science, they help pupils who have missed work through absence, and older pupils help younger ones during wet play. They take responsibility and initiative during lessons, for example the out-monitors handed out worksheets in geography at the correct moment in the lesson without being prompted. They tidy up at the end of lessons, for example the history group who spilt sand on their table during an archaeological dig fetched a pan and brush and brushed the sand up. They take

great care when handling mirrors in science and tools in design and technology. Pupils assist with tasks at lunch time and in preparation for the school mass: two pupils welcome visitors for mass with dignity and maturity. Succinctly these mature responses on the part of pupils contribute to the smooth running of this very good school. All pupils take a keen interest in school affairs and they communicate their individual and collective ideas and suggestions to the headteacher with confidence. In developing this mature approach to school, older pupils also show an increased independence and responsibility for their own learning and personal study.

13. The personal development of pupils within school is good and is enhanced by visits to places of local educational interest. The residential experience at the end of Key Stage 2, which has made such a valuable contribution to the personal development of pupils in the past, has been re-instated for the current Year 6 pupils. Extra-curricular activities are very popular and make a positive contribution to the personal development of pupils. Pupils make an effective contribution to the life of the community through music, sport and contacts with older residents, for example through the regular weekly school mass which is a whole community event. The distinctive Christian ethos within the school plays a major part in the personal development of all pupils; it successfully nurtures them in the Catholic faith.

Attendance

14. Attendance is good. Children enjoy coming to school and they attend regularly, clearly having a positive impact on their attainment and progress. There is very little unauthorised absence. The majority of children arrive in good time and on wet days come into classrooms early and get on with work straight away or help with jobs around the school. Lessons begin promptly and registers are taken quickly and with the minimum of fuss.

Quality of education provided

Teaching

15. Teaching is a major strength of the school. The quality of teaching is always at least satisfactory and is good or very good in eight tenths of lessons. For the under fives teaching is good or very good: it is imaginative and shows excellent attention to detail.

16. The best teaching occurs where teachers make maximum use of their knowledge and expertise; this is the case in most lessons. In English the best teaching is characterised by detailed planning and the good use of literature to promote discussion; in mathematics the body of each lesson comprises consolidation or development of the work set and numerous opportunities are taken to provide individual pupils with positive feedback and allow them to demonstrate success in problem solving to their peers; science lessons are well planned to introduce key scientific principles and practical experiments are devised to consolidate understanding.

17. Teachers' knowledge and understanding of subjects is good except for information technology; although the co-ordinator has expertise, a number of staff lack confidence in using computers to support their teaching. Teachers have high expectations for their pupils and a good range of strategies is used to enhance pupils' attainment and progress. An

excellent Year 6 music lesson sees the class divided into three groups, each representing different speeds of clocks. The resulting piece is developed on the basis of pupil suggestions and culminates in a performance which has a magical quality. Every pupil participates with voice, instrument or both. Very good use is made of time and resources, albeit in some subjects, such as history and geography, the level of resources is insufficient. Opportunities are built in to the teaching to allow the extension of more able pupils in English, mathematics and science; the few parents who expressed concern about the highest attainers not being appropriately stretched have no need to worry. Teachers and educational care officers adapt their teaching and support well to meet the requirements of pupils with SEN. The individual education plans have specific literacy and number targets to support teachers in their planning: the quality of support to address difficulties related to Asperger's Syndrome is particularly impressive.

18. Teachers encourage pupils through good use of praise for work and effort. Assessment procedures for English and mathematics are good and data from assessing pupils' work in these subjects is used effectively to inform planning. There is no coherent approach for assessing pupils' progress in science and most of the foundation subjects, and the use of day-to-day assessment in art and design and technology is not always effective in providing information for teachers to feedback to pupils to enable them to make progress in their learning. However, in science, geography and history good use is made of day-to-day assessments by teachers who know their pupils well to inform planning and raise standards. Pupils' written work is regularly marked but effective use is not always made of written, constructive comments to inform pupils of what they are doing well and what they need to do to improve. In the best lessons, for example in science, the evaluation at the end of the lesson by pupils gives them the opportunity to assess their own work helping to keep them informed about their attainment, for example in the exciting investigation to see how changes in tension affects sound and pitch.

19. Effective use is made of homework in English and science to consolidate learning and to extend pupils. In mathematics the use of homework is inconsistent. However, most pupils are well prepared to expect regular homework once they start secondary school.

The curriculum and assessment

20. The school has a curriculum which is balanced and broadly based. Statutory requirements are met in all national curriculum subjects with the exception of information technology. Time allocation for subjects is generally appropriate and the school uses its 20% discretionary time to supplement provision in English, mathematics and science.

21. The school is giving detailed consideration to the development of literacy and numeracy hours for the start of the next autumn term. These will build on existing good practice.

22. Careful attention is paid to pupils' physical and personal development at all stages. A detailed programme of personal and social education allows teachers and pupils to explore a range of issues relating to health and emotional growth. A sex education policy has been agreed by parents, governors and staff and social issues, such as drugs misuse, are dealt with during personal, social education (PSE) lessons with older pupils. Throughout the curriculum there is a strong emphasis upon the development of a healthy lifestyle. All pupils, including those with special educational needs, have equal access to the full curriculum and the range of additional activities that the school provides. This is reflected in the progress that all pupils make.

23.As St Thomas is a voluntary aided school, its religious education policy is dealt with in a separate Section 23 report.

24.As they move through Key Stage 2, pupils' views are increasingly sought and opportunities expand for them to evaluate their own work and the work of others. The secondary transition programme is meticulous in its attention to detail and both schools make every effort to ensure that pupils move into the next stage of their education with the best possible intellectual and personal preparation.

25.There is a rich and varied curriculum for children under five and this is a strength of the school. It is a curriculum that is thorough in its attention to the personal and intellectual needs of all children in the reception class.

26.There is a good programme of extra-curricular activities, including visits, chess and music clubs. A wide range of sporting activities includes involvement in a number of leagues and competitions, together with coaching programmes in tennis, basketball and rugby. These activities enrich the experiences that pupils receive and contribute to the progress made, particularly in music and physical education. A large number of staff are involved in running extra-curricular sport clubs.

27.The range of arts provision within the school is good. The standard of art work is good, the quality of the displays is excellent and school productions are regular, successful and very well attended by parents. Music is developing within the school and there have been a number of recent productions where singing and instrumental playing have been significant features.

28.Long-term and medium-term curriculum planning is very thorough. Policies have been developed for all subjects and programmes of work are in place for all subjects with the exception of information technology. Currently, the programmes are developed by individual teachers and have not been collated into a coherent scheme of work for the whole school. This makes monitoring of progress of pupils as they pass through the school more difficult than it might otherwise be.

29.The transfer of information between years and key stages is good. Curriculum co-ordinators have been identified for all subjects. They monitor class planning to ensure that pupils receive their entitlement in subject areas, but their role description does not emphasise monitoring and evaluation of teaching or pupil progress within subjects.

30.The school development plan indicates curriculum priorities and identifies the staffing and resource implications for target areas. For the period 1997 to 1999, science, literacy, technology, music and information technology are the development targets.

31.All staff show considerable expertise and sensitivity in matching tasks to pupils. Classroom groupings, individual work and overall expectations within the classroom are good for pupils of all attainment levels.

32.In particular, the curriculum for pupils with special educational needs is appropriate and well monitored. All classes integrate these pupils well and provide detailed planning, target-setting and counselling. The legal requirements of the Code of Practice are met and the co-ordinator effectively links staff, parents and outside professionals to ensure the best possible focus on the needs and progress of these pupils. Individual education plans and statements are reviewed appropriately and parents are treated as partners in the process.

Wherever possible, pupils with special educational needs are involved in their own target-setting and review of progress. Programmes have been developed to address difficulties relating to literacy, mathematics, co-ordination, attention and behaviour. These are drawn up with the full and effective involvement of outside professionals and become an integral part of classroom teachers' planning. Particularly effective work has been carried out in the development of a programme to address difficulties related to Asperger's Syndrome.

33.The school has an assessment co-ordinator and a policy that identifies a range of assessment activities. These are implemented regularly within some subject areas, such as English and mathematics, but many teachers adopt their own assessments in other subjects. This sometimes means that assessment is fragmented and does not provide the most coherent basis for assessing and recording pupil progress, for example in art and design and technology. However, owing to the quality of the teaching, day-to-day assessments are used effectively in science, geography and history to inform planning to raise standards. A portfolio of work for each pupil is being developed that includes work samples from English, mathematics and science which are assessed and 'levelled' to identify where a pupil is within these subjects and what this represents in terms of progress. The portfolio is a priority within the school's planning and is developing well within the core subjects. Although this system is not yet fully implemented across the curriculum, it is already providing useful information for class teachers and for curriculum planning.

34.Analysis of National Curriculum assessment test results leads to some changes made within the school. Recently, the need to purchase more books for boys has been identified in this way. Similarly, the new mathematics scheme was implemented partly as a result of an analysis of such data.

35.Assessment information is used to assist in lesson planning by individual teachers and to some extent within key stages. However, not enough attention is given to trends in attainment in many of the foundation subjects. Consequently, co-ordinators are not able to focus effectively on lack of progress within their subject across the full age range.

36.Parents receive annual reports which detail individual attainment across the full curriculum. Folders of individual pupil's work are collated throughout their school career and these provide a valuable summary of individual achievement when pupils leave the school. This work is chosen by co-operation between teacher and pupil.

37.The school has developed a short, but imaginative marking policy. Marking is regular and prompt throughout the school, but not always as detailed or supportive as the policy suggests it should be.

Pupils' spiritual, moral, social and cultural development

38. Provision for pupils' spiritual, moral, social and cultural development is a real strength of the school and significantly contributes to pupils' attainment and progress. There is a strong mission statement and the school successfully meets its aim of creating a caring community.

39. Spiritual development is very good and opportunities are provided not only in

assemblies, which are often reflective and uplifting, but through many aspects of the curriculum. Staff provide opportunities for children to reflect on themselves and their experiences through topic work such as “Myself”. Many of the school’s policy documents make reference to spiritual development and staff successfully provide further opportunities particularly in art and science, although currently the external environment provides few opportunities to promote spiritual development. The vibrant and attractive displays around the school demonstrate how pupils’ work is valued. The school is committed to a Roman Catholic education for its pupils and is strongly supported by parents. The “Here I am” programme provides children with some opportunities to learn about other faiths and religions and there are displays on Pakistan and the Chinese New Year.

40. Pupils have a very clear understanding of what is right and wrong and there is a strong framework of values which has an impact on all aspects of school life. The ethos of the school encourages pupils to take responsibility for their actions and staff provide opportunities for discussion in whole class sessions. Most classes develop their own code of behaviour and pupils are frequently reminded about the consequence of inappropriate actions or behaviour. Staff provide very good role models and the school is successful in fostering fairness, respect and consideration.
41. Relationships throughout the school are very good and this is central to the school’s strong sense of community. Older pupils are given responsibility for working with younger children during wet playtimes and are required to assist teachers with a range of monitor jobs to support daily routines. The Christmas productions give all pupils an opportunity to be involved and there are a number of extra-curricular activities and clubs. Personal development is good and enhanced in Year 6 by a residential trip. Older pupils are given opportunities to plan some of their work independently and pupils with special educational needs discuss the targets in their individual education plans. Pupils are encouraged to make suggestions and Year 6 pupils are organising a sale to raise money for the current “Blue Peter” appeal.
42. The school makes good provision for pupils to learn about their own cultural traditions and they undertake a range of visits to local museums and places of interest. There is a range of art work on display, including paintings in the style of Monet, and visitors have included writers and artists, for example, last year children participated in a puppet workshop. During the inspection the reception class were visited by a policeman and two nurses as part of their topic on “Special People”. However there are few books and artefacts available to support learning about other cultures and traditions and opportunities are under-developed at present.

Support, guidance and pupils’ welfare

43. The school provides very good support and advice for all pupils. It is a happy and caring environment in which children learn and develop well.

44. Academic progress is monitored by class teachers and within key stages. The school is particularly good at monitoring pupils’ personal development. This is usually done, for all pupils, by classroom teachers in collaboration with educational care officers. It is very effective in the case of pupils with special educational needs, where improvements in skills, behaviour and attention are noted on a daily basis. Parents appreciate the care offered by all of the school staff. Attendance is effectively monitored.

45.The school has a behaviour and discipline policy which lays down clear guidelines to staff, parents and pupils. It is based upon the recognition of everyone's dignity and rights and seeks to achieve a school with "a happy sense of purpose". Teachers implement this policy well and achieve the calm, caring atmosphere sought.

46.The school's child protection procedures are good. They meet legal requirements and ensure prompt action. The headteacher is the identified member of staff and carries out this role in close connection with the social services and education welfare departments.

47.All staff are trained in first aid and three have advanced qualifications. Appropriate procedures exist for the use and storage of medications. The recording of accidents is prompt and detailed.

48.Health, personal and social education is built into most classroom topics and the school places great emphasis upon fitness. Within lessons, such as design and technology and physical education, there is a strong emphasis placed upon health and safety. The monitoring of health and safety issues within the school is good. Regular risk assessments are made and all relevant issues noted and acted upon. Procedures for fire drills and evacuation of the building are good.

Partnership with parents and the community

49. Parents are very supportive of this well regarded school. They feel welcomed and many help in classrooms and with visits. There is an active Parents Teacher Association which organises a number of successful events, including a motor show which brings together local business and the community. Funds raised by these events are used to finance many resources which benefit the pupils.

50. The prospectus, regular newsletters and letters from class teachers provide parents with details about what is happening and what is being taught and parents are pleased with the written information they receive. Staff are accessible and the school operates a good open door policy aiming to work in partnership with parents over any difficulties.

51. Termly consultations are very well attended and parents are satisfied with the new appointment arrangements. Annual reports provide a clear indication of progress to pupils and parents. These reports are comprehensive and meet legal requirements: parents find them informative and helpful in working with their children to help them improve their work. Parents of children with special educational needs are appropriately involved in the review process and have regular contact with staff.

52. The school arranges an induction evening for new parents and a secondary transfer evening, both of which are well attended and appreciated. Parents are particularly happy with the home visit and induction arrangements for reception children who have a two day pre-school visit and all start together in the autumn term.

53. Links with the parish priest and the local Catholic community are very strong and the weekly mass is a particular feature of the school with members of the parish joining parents, staff and pupils.

54. There are effective links with local playgroups and nurseries and very strong links with the "Mother and Toddler" group which uses the school hall once a week and joins

reception at the end of the afternoon for a story session. Almost all pupils transfer to the local Catholic secondary school and there are very good links between the two schools which support pupils through the transfer process very effectively. Staff from the secondary school are regular visitors and well known to the pupils.

55. The school encourages work experience and student placements from the local college. Links with other primary schools in the area are also good and enable pupils to participate in additional activities, for example, inter-school sports and a combined music day.
56. The school has been successful in developing links with several sports coaches which benefit pupils through extra-curricular activities. It has also been successful in attracting sponsorship from local business, which has been very helpful in providing football and netball kits and additional resources. Staff from local services are regular visitors and their expertise is well used to enhance the curriculum and pupils' personal development.
57. The school works very successfully in partnership with its local community and this has a positive impact on many aspects of pupils' personal development and on their attainment and progress.

The management and efficiency of the school

Leadership and management

58. The headteacher provides good leadership and has a clear and purposeful vision for the school's development, within a Catholic context, which is shared by the staff and governors. He knows the staff, the pupils, and the local Church and community well. The school's ethos is very good and successfully promotes equality of opportunity for all pupils in terms of their full participation in school life. The school is committed to providing an effective learning environment and the establishment of good relationships. The school's aims are successfully met. This is evident in the pupils' very good behaviour, their strongly positive attitudes, the very caring atmosphere of the school and the generally high expectations in and out of the classroom. Provision for pupils with special needs is good. Parents are very supportive of the aims, values and attitudes that the school promotes. The management of the school is based on a good system of administration.

59. There are clear job descriptions for all staff. There is a strong school development plan, with staff and governors appropriately involved in its production. The plan provides opportunity for staff development within curriculum areas. It has a clear time scale, targets and relevant success criteria. Its progress throughout the year is regularly tracked by the headteacher and deputy headteacher. There is a strong senior management team consisting of the headteacher, the deputy headteacher, the co-ordinator for Key Stage 1 and the co-ordinator for special needs. Together they provide sound curriculum planning, staff motivation and high standards of professionalism. They share and administer a system of staff appraisal. They are aware of possible future educational requirements, for example in literacy and numeracy, and have taken appropriate steps to plan for these initiatives. The development of the role of the co-ordinator is part of this year's school development plan. At present, co-ordinators carry out their responsibilities conscientiously in terms of subject development and dissemination of knowledge. However, they rarely observe their colleagues at work and have little opportunity to monitor and evaluate the delivery of their curriculum subject throughout

the school. Consequently, there is only informal evaluation of the curriculum, which lacks structure. Teaching and learning are not monitored in a formal way by the headteacher and deputy headteacher.

60.The management of the provision for pupils with special educational needs is particularly good. The special educational needs co-ordinator is well supported by the governor with a designated responsibility for SEN. The governors comply with the Code of Practice for SEN. Equal opportunities is a strength of this caring and sensitive school; all staff are aware of equal opportunity issues and are constantly reviewing procedures to ensure full and fair access to the curriculum for all members of the school community.

61.The governors are effectively organised into sub committees, each with a clear statement of their areas of responsibility. Governors are very willing to use their personal expertise for the benefit of the school. They have supported the school very well in the past, but recently there has been a considerable change of governors. Consequently, several new governors are feeling unsure of their roles and have not put appropriate actions into place. They are very willing to attend courses to rectify the matter. However, at present there is little monitoring of the school and its systems, especially in finance and teaching and learning. A regular audit is made of health and safety. The governors fulfil their statutory responsibilities apart from ensuring that information technology fully meets the requirements of the National Curriculum and monitoring the delivery of the curriculum.

Staffing, accommodation and learning resources

62.The school has sufficient qualified and experienced teachers for all of the subjects of the National Curriculum. They are appropriately matched to the age groups for which they are best qualified. The school also employs six educational care officers for a total of 62 hours per week. This group is an experienced and talented team who support well a wide range of pupils within Key Stage 1 and pupils experiencing learning and behaviour difficulties. They are highly valued by teaching staff and parents.

63.There is an effective induction process for new staff. A mentor is provided and the headteacher gives regular personal and professional support. The first cycle of the teacher appraisal process has been successfully completed. It has identified a number of training needs and the professional development programme and use of training funds is closely linked to the outcomes of appraisal. Emphasis has recently been placed upon training for teamwork as a specific outcome. The information gained from appraisal also contributes to targets within the school's development plan and leads to the constant development and improvement of the job descriptions for all staff. Educational care officers take part in school training as appropriate and attend some courses as part of their own professional development. This has been useful specifically to assist the acquisition of skills in first aid, special educational needs, art and autism support. As a group they feel the need for additional training in information technology.

64.Accommodation is of a good quality, but presents a number of day-to-day limitations to the teaching of the National Curriculum. At least one class has space problems that prevent the effective implementation of investigative methods within mathematics, while another, on split levels, presents problems of visibility for some pupils. No classroom allows enough space for pupils to develop the full range of music, mathematics and information technology skills effectively. Recent work by staff and parents has allowed the development of a play area for younger children. However, for pupils in Key Stage 1 there are significant limitations presented by the rooms in which they are taught. At Key Stage 2, the design of

the building necessitates regular traffic through two of the classrooms and visibility problems for some pupils.

65.The displays within all classrooms and open areas around the school are excellent. All staff and pupils contribute to an environment which is colourful, stimulating and informative. Display work in all areas is something of which the school should be justly proud. The building is well maintained by a dedicated team of staff and this encourages pupils, in turn, to look after their environment.

66.Playground space is limited and does not provide stimulation for pupil games and activities, particularly during the months when the field is not in use. The lack of an environmental area also places limitations on this aspect of pupils' development.

67.There are sufficient resources to support National Curriculum, except for information technology, equipment to support electricity work in science, some mathematics activities at Key Stage 2 and artefacts and books for the teaching of geography and history. There is also a need for a wider range of tools in design and technology.

68.Information technology is severely under-resourced. Although this is identified within the school development plan, attention needs to be given to the best use of space and the enhancement of hardware so that pupils can gain more regular access to computers, begin to use them for a wider range of activities and as a natural part of most curriculum topics. The lack of computers is a major element in the limited use of information technology at Key Stage 1 and the failure of the school to meet statutory requirements in information technology at Key Stage 2.

69.The book resources within the school are generally adequate. However, the range of picture and big books for younger children and more advanced research books at Key Stage 2 is very limited. The school makes good use of museums, libraries and galleries and this supplements the experiences of pupils well. However, the outdoor areas do not provide opportunities for science work as there is no pond.

The efficiency of the school

70.The financial management of the school is good. The headteacher, staff and governors ensure that finances are linked closely to the school development plan, which is forward looking, comprehensive and effective. Thorough planning supports the seven key areas identified in the plan well with acknowledgement of staff development and curriculum development as high priorities. Good success criteria are written into the plan. Specific grants for educational purposes, funding for pupils with special needs and other sources of income are targeted appropriately and used well. An LEA financial audit was carried out four years ago and the school responded to its recommendations. The Governors are presented with a termly budget report. The finance committee of the governing body has been newly formed and is not yet organised into routine procedures for the effective monitoring and reporting of the budget situation.

71.Staff are deployed effectively, with expertise being mainly in line with co-ordinator leadership. Class support staff are effectively deployed but are unevenly allocated to classes, which could impede progress in Key Stage 1. The support given to pupils with special needs is particularly beneficial. Good use is made of accommodation generally although the library is little used as a place for research. In one classroom pupils find it hard to see the teacher at the front, making demonstrations difficult. Existing resources are used well although there

is a need for more computers and information technology equipment, a greater number of hand tools in design technology and more artefacts and books for geography and history. As resourcing is linked only to the school development plan, the regular input of new resources into each subject is unsatisfactory.

72. Financial control and administration are good. The headteacher monitors the budget carefully. Checks are in place to ensure value for money in maintenance work and purchasing of materials. The school is well supported by the school secretary who is effective in keeping the office running smoothly. The Governors make appropriate recommendations about the spending of the budget but need to monitor it more closely on a regular basis.

73. Taking account of:

- the above average levels of attainment on entry;
- the good progress made by pupils in Key Stage 1 and 2;
- the above average attainment of pupils at 7 and 11;
- the very good attitudes, behaviour, relationships and personal development of the pupils;
- the good provision for pupils' spiritual, moral, social and cultural development;
- the good teaching and quality of education; and
- the below average unit costs

the school gives very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

1.The provision for children under five is very good and a strength of the school. All children start in the September following their fourth birthday. Upon entry the majority of children are above the national average in terms of skills and social maturity as evidenced from the baseline entry assessment. All pupils make good progress in the reception class and enter Year 1 with attainments significantly above the national average in all areas of the curriculum.

2.Good progress is made in language and literacy. Every pupil develops the ability to read simple texts and words in isolation. All know how to use books and derive considerable pleasure from the reading process. A wide range of role play activities encourages very good speaking and listening skills. These skills are evident in the mature and thoughtful way children respond within class and answer questions from adults in general. Hand-eye co-ordination skills develop well and the large majority of children enter the first year of compulsory education printing clearly and consistently.

3.In mathematical work children make good progress. Many enter the school familiar with number songs and rhymes. This provides a sound basis for work that extends the knowledge of number. Mathematical language develops well as does the use of non-standard units of measurement such as hands and feet. Considerable work is undertaken relating to space and shape. Children develop a good knowledge of basic shape names and co-ordination skills are such that they have considerable practise in cutting and making a range of shapes and patterns. Nearly all pupils enter Year 1 being able to add and subtract to 10 and above, recognise patterns and talk in an informed way about mathematical problems. Number formation takes longer to develop, but is well targeted by the teacher and develops well during the reception year.

4.Children demonstrate good knowledge and understanding of the world on entry to reception. Progress is considerable during the year as the result of well planned and imaginative activities. Children are increasingly able to talk about their environment using a range of examples and ideas. They also understand why things happen. A good lesson on protective clothing involves four children dressed for different jobs, such as doctor and fireman. The school meals staff join the group to demonstrate the need for their uniforms and the class makes other suggestions. The session draws out a rich vocabulary with children volunteering “stethoscope”, “plastic” and “apron”. This is followed by a range of activities involving role play, modelling, painting, floor play and tracing. The children come to know their world better as the result of both discussion and activity-based work. All are able to use the computer and tape recorders. Their curiosity is aroused by a tactile approach to science; their senses of touch and smell are well developed through exploring various materials in a safe environment.

5.There is good progress in physical development. Children take part in the Key Stage 1 fitness programme and this provides a structured basis for co-ordination, an increased understanding of space and control of movement. The general level of control in terms of using equipment such as the computer mouse, scissors and materials is good and develops well during the reception year. Careful thought has been given to the limited play area for under fives. Access to this is appropriate but opportunities for outdoor play, as part of the daily curriculum, are a little restricted.

6.The opportunities for creative development are very good indeed. In art, movement, music and dance, children in the reception class have a rich and varied curriculum. They develop a sophisticated understanding of colour and pattern. They sing well and are encouraged to perform as individuals and within a group. The recent performance of “Once Upon a Star” was characterised by the very high level of confidence and performance skills demonstrated by the under fives.

7.The level of personal and social development within the reception class is impressive. Children enter the school with good social skills. These progress significantly during the year. The ability to co-operate, take responsibility for their work and materials and the overall standard of behaviour of all children within the reception class is very good and all enter Year 1 with sound work habits, a high level of enthusiasm for work and a respect for others.

8.The quality of teaching for under fives is good or very good in the majority of lessons. It is imaginative, shows excellent attention to detail and draws on the widest possible range of resources. The curriculum is a sensible combination of the Desirable Outcomes for Learning and the National Curriculum. This ensures a suitable balance between personal and physical development as well as attention to the full range of academic skills. The teacher works with a skilled and talented team of educational care assistants. Together they provide a programme that is closely matched to the emotional and intellectual needs of individual children. Information is passed back from care assistants and others to the classroom teacher who supplements the effective baseline assessments with observations made on a day-to-day basis. Parents and work experience students are also used to enhance the individual attention given. They are welcomed and well supported. All demonstrate a high level of skill and understanding in their work with very young children. The monitoring of behaviour and progress is very good. Children experiencing learning or attention difficulties are well supported and progress well. The assessment process continues through the year and allows the teacher to identify areas, such as number formation, where further work is necessary. Mid-year assessment also allows a close scrutiny of individual development and provides a sound basis for assessing progress through the year and within the school.

9.The induction process into the reception year is a model of its kind. An excellent induction pack for parents is followed by visits to the home and regular contacts between parents, toddler group and the reception team. During the term that precedes entry to the school, parents have two full induction days and children enter their first year in the school with confidence and the full and effective support of parents. Regular contact with home lays a sound foundation for future homework and independent learning.

English, mathematics and science

English

10.Attainment at the end of Key Stage 1 is above the national average. This broadly reflects the results of the National Curriculum tests in 1996 and 1997. The tests for 1997 show that Key Stage 1 pupils were well above national average for speaking and listening, which was not the finding of the inspection. At the end of Key Stage 2 attainment is above the national average This reflects test results of 1996 and 1997. Progress for all pupils, including those with SEN is good in both key stages.

11.At Key Stage 1 speaking and listening skills are at the national average and pupils make satisfactory progress. They express themselves clearly when describing a familiar

situation. They especially enjoy memory games, as was seen in the game recounting the items packed for a holiday trip. Pupils express themselves appropriately when in a play situation. Older pupils in this key stage add sensitive comments to a discussion and express their feelings well. All pupils listen attentively to stories, instructions and to each other. By the end of Key Stage 2 attainment in speaking and listening is in line with the national average. Pupils discuss collaboratively in groups to produce an agreed outcome. There was a particularly deep discussion concerning the writing and illustrations of Anthony Browne which provoked the mature conclusion: "You just have to have faith in yourself". Pupils do not always express themselves clearly when talking in class. Pupils listen well to the teacher and each other and ask relevant questions. Key Stage 2 pupils make satisfactory progress in speaking and listening.

12. Pupils' attainment in reading is above the national average at the end of Key Stage 1 and good progress is made. Pupils have a good knowledge of phonics and apply a range of strategies to help decode words. They read with confidence and enthusiasm and are able to discuss the main characters and plot of a story. Attainment at the end of Key Stage 2 is above the national average: these pupils are reading a range of books and poetry. They have a good knowledge of authors and choose books with care to ensure a wide reading experience. They especially enjoy humour in the text, but respond sympathetically to pathos. There was much compassion felt for the parents of Hamelin at the loss of their children. Pupils appreciate and sort out complex themes in texts as was seen in a discussion concerning Theseus and the Minotaur. Progress in reading at Key Stage 2 is particularly good.

13. Attainment in writing at the end of Key Stage 1 is above the national average. Pupils write for a variety of purposes including accounts, stories and lists. They apply their good phonic knowledge well when attempting to spell new words. They recognise that well formed handwriting aids the reader and work hard to produce neatly presented work. Pupils at the end of this key stage are familiar with re-drafting techniques and understand well the structure of a story. Their progress is good. At the end of Key Stage 2 attainment in writing is above the national average and these pupils make good progress. Some imaginative and mature writing is produced. Pupils are extending their knowledge of different writing genres and compile questionnaires and interviews. They recognise that poetry does not have to rhyme and some of the younger pupils in this key stage produced poems which used repetition very effectively. Good use is made of lively language. The pupils use the strategies of brainstorming and re-drafting well to enhance their work. They do not naturally use a dictionary as a work tool, nor is word processing used as a re-drafting skill. Basic grammatical construction is mainly correct and all pupils in this key stage use capital letters and full stops. Most pupils order their work into paragraphs and some use speech marks, question marks and commas correctly. The progress of pupils with special educational needs is good due to the appropriate work set and the high quality of the education care officers' contribution.

14. Pupils display positive attitudes to learning in both key stages. They listen carefully and respond well to instructions. They work constructively together and stay on task well. Pupils at the end of Key Stage 2 are becoming confident, independent learners.

15. The quality of teaching in Key Stage 1 is satisfactory in all lessons and is good in half. At Key Stage 2 teaching is at least satisfactory and is mainly good. This is evident in the detailed way that teachers plan their lessons, including appropriate learning objectives and progression of skills. Teachers know their subject well and skilfully organise the delivery and pace of their lessons. In Key Stage 1 good use is made of varied activities which capture and hold the interest of the pupils. The teachers in this key stage used stimulating resources well

and the holiday bag was very much enjoyed by the pupils and created effective discussion. All teachers have high expectations of the standards of behaviour and the outcome of the work: they encourage the pupils to try hard. Emphasis is laid on effective choice of language and the upper Key Stage 2 pupils are encouraged to produce work of good quality including Haikus. Teachers extend the pupils' knowledge by choosing good literature to read to the class and provoke thought through discussion. Good use is made of homework to extend the experiences of the day.

16.The curriculum is broad and covers all requirements of the National Curriculum. There is a sound policy for English and very detailed planning documents enhance curriculum delivery. There is a well thought out reading scheme and a newly introduced scheme for comprehension gives opportunity for reading with understanding. Assessment procedures are consistent and pupils are set appropriate work. Progress is monitored in spelling and reading. Co-ordination of the subject is by two co-ordinators, one for each key stage. Suitable liaison takes place, but there is little monitoring of English throughout the school. The co-ordinators are aware of the new literacy plans and are attending relevant courses to help them administer the new proposals. There is a great celebration of authors and their work in the school and the displays reflect the joy of language. The infant library is not in a very prominent position and lacks good, colourful picture books. The junior library needs more reference books, especially concerning artists and musicians.

Mathematics

17.National Curriculum test results in 1997 showed attainment in mathematics significantly above the national average at the end of Key Stage 1 and above at the end of Key Stage 2. At Key Stage 1 all pupils attained Level 2 or above, whilst 80% attained Level 4 or above at Key Stage 2. This represented progress on the previous year. Inspection evidence, including scrutiny of pupils' work and observations and discussions within class, indicates that the current Year 2 and Year 6 will attain above the national average, although in Year 6 there may not be quite as many pupils attaining Level 4, because of the number in that particular year with special educational needs. All pupils at both key stages make good progress. Good progress is made by higher attaining pupils, particularly with regard to independent investigation and problem-solving. Progress for pupils with special educational needs is evident from the success in meeting the relevant targets within their individual educational plans.

18.On entry to Year 1 most pupils have a good understanding of basic number bonds up to 10. They recognise simple patterns within number sequences and can use a good vocabulary with regard to shape, colour and size. By the end of Key Stage 1 higher attaining pupils are beginning to develop a range of strategies for solving problems, including individual ways of adding and subtracting up to 1000 and have a good grasp of multiplication tables. They group two dimensional and three dimensional shapes and are developing an ability to use and interpret tables and diagrams. A few pupils have special educational needs. They make good progress, but continue to need support in basic number bonds and only manage multiplication by two and three. The average pupil demonstrates the ability to discuss mathematics work using an appropriate vocabulary for addition and subtraction up to 100 and classify an increasing range of 2-D and 3-D shapes.

19.At Key Stage 2 pupils have developed a range of strategies for calculation and problem-solving. They can complete a number of basic calculations in their heads and can recall multiplication by 10 and 12 without the use of calculators. All pupils develop well in the identification of patterns within number sequences and in relationships between numbers.

Knowledge of shapes and models is good as is competence with regard to symmetry, area and volume. In terms of handling data, most pupils can interpret graphs and develop the ability to classify and store data. Higher attaining pupils have a range of techniques for multiplying and dividing large numbers and are keen to use individual strategies in solving problems. Pupils with special educational needs also make good progress in problem-solving and develop very good approaches to mathematical investigation .

20. Pupils enjoy the full range of mathematical activity. They show interest in finding patterns, in completing basic computation and in using aspects such as symmetry for practical purposes. They concentrate in all aspects of mathematics and are keen to make estimates and give answers to questions relating to the four rules and to the search for patterns within data. In all mathematics lessons behaviour is good, co-operation between pupils is constructive and the effort expended on seeking solutions to problems is impressive. All pupils show a high level of concentration, tidiness in presentation and resourcefulness in the use of materials. As they progress through the school all pupils increase in their confidence to seek answers to questions set. By Years 5 and 6 they have an initiative and motivation in mathematical work that prepares them well for the secondary level.

21. Teaching is always at least satisfactory and good or better in the large majority of mathematics lessons. It is always clear and well structured in its planning. Tasks are well matched to the attainment of individuals and teachers ensure that they support all pupils by effectively moving around the classroom. All teachers start lessons by stating their purpose. There is full pupil participation in, for example, suggestions for two-line symmetry, strategies for multiplication and identification of patterns within number sequences. The body of each lesson comprises consolidation or development of the work set and numerous opportunities are taken to provide individual pupils with positive feedback, allowing them to demonstrate success in problem-solving to their peers. A good Year 2 lesson starts with the teacher working with the full class on the revision of number bonds and odd and even numbers. A substantial period of consolidation is followed by the opportunity to report their success to the class. Humour and pace is effectively used by the teacher to ensure that all pupils are challenged and undertake the maximum work within the session. A short, but successful, Year 5 lesson involves pupils identifying the digit roots of numbers. The session is worksheet based, but opportunities are built in to allow the extension of higher attaining pupils and the support of those with learning difficulties. The sense of excitement and the high level of motivation is matched only by the wish of all pupils to share their individual findings. The sensitivity of the teaching and feedback means that no pupil feels threatened or vulnerable in demonstrating mathematical solutions to the rest of the class. Both lessons provide excellent examples of the way the school wishes to develop a numeracy hour. Teachers throughout the school are well practised in teaching that is structured, exciting and challenging.

22. The co-ordination of mathematics is good. Staff are well supported and planning is comprehensive and well monitored. The mathematics curriculum is broad and follows an appropriate sequence, but it is still focused very closely on individual years. This does not allow sufficient monitoring of progress across the years. However, assessment is detailed and regular, allowing teachers to identify gaps in provision and individual needs. Pupil work is being collated to form an assessment portfolio. Currently this does not include work from the full range of mathematics attainment targets. Resources are sufficient to teach the full national curriculum, but practical equipment is not adequate for pupils with special educational needs towards the end of Key Stage 2. The decision to replace the mathematics scheme has yielded better results across the four attainment targets and there is now more opportunity for higher attaining pupils to progress. Although some homework and independent investigations are set for pupils, their use is not consistent within mathematics.

23. Accommodation is adequate for the teaching of most mathematical skills, but within Key Stage 1 there are occasions when mathematical investigation is constrained by lack of space within classrooms.

24. Although some software programs exist for data handling, there is not enough attention given to this aspect of mathematics through the medium of information technology at either key stage.

Science

25. The standard of pupils' attainment at the end of both key stages exceeds the national average. The percentage of pupils reaching the national standard in the National Curriculum teacher assessment at the end of Key Stage 1 and the test at Key Stage 2 in 1997 was well above the national average. Attainment has been consistently above the national average over the past three years.

26. Pupils' attainment is above the national average in knowledge and in experimental and investigative science at both key stages. At Key Stage 1 most pupils in Year 1 make sensible predictions and have a good understanding of what constitutes a fair test, for example, in their investigative work to find out which material is most resistant to water and so suitable to make a raincoat. Year 2 pupils understand the effects of simple forces and motion and observe and record the process of dissolving sugar and salt. These pupils understand that some materials return to their original shape after being stretched and that other materials remain permanently changed after being stretched. They make simple circuits and correctly identify features associated with living things; their understanding of the life cycle of a frog is particularly impressive. At Key Stage 2, pupils have a good understanding of materials and physical processes, for example they predict, observe and record how changes in tension affect sound and pitch. By Year 6 pupils plan an investigation carefully and independently, to explore how an image is seen in a mirror; they create a real image by positioning mirrors at right angles. The whole group understands that when they look into a mirror their image is reversed. Their knowledge and understanding of types of forces, gravity and air resistance are impressive.

27. Pupils at both key stages make good progress in science. Pupils with special educational needs make steady and often good progress. At Key Stage 1 pupils make good gains through a hands on approach, for example in their skill of measuring and knowledge and understanding of the properties of materials through stretching and measuring different types. At Key Stage 2 pupils make good gains in their knowledge and understanding as they have the confidence to ask appropriate questions of the teacher and learn well from correcting their mistakes. Their gains in knowledge and understanding of vibration and pitch during an investigation on sound, through trialling and re-visiting the experiment were notable; they are able to improve their own work. They are improving their research skills well through the retrieval of information from a range of texts in the library and through their use of the CD ROM.

28. Pupils enjoy science and have positive attitudes to learning. There is appropriate fun and laughter, for example when letting air out of a balloon in their investigation of sound. Their behaviour is very good, they listen attentively to their teacher and respect the views of others in their class. In investigative work pupils co-operate well, show independence and are able to take initiative. They handle resources carefully, for example they are aware of the importance of health and safety when handling mirrors. Pupils' research skills are good; at

Key Stage 2 they use the texts in the library well to retrieve information for their science work.

29. The quality of teaching is always good at both key stages; at Key Stage 2 teaching is sometimes very good. Lessons are well planned to introduce key scientific principles, and practical experiments are devised to consolidate understanding. This was especially evident in the work planned to demonstrate angles of reflection and in forces and sound experiments. Weekly planning of activities is good, with content carefully matched to the National Curriculum. Short term daily lesson planning is excellent, with very clear, specific learning outcomes planned for each lesson. Appropriate activities are used to challenge pupils; pupils are well managed and organised effectively, although the small size and cramped conditions of the Year 2 and 4 class bases does make the teaching of practical science very difficult. Teachers have a sound knowledge of science and resource their lessons well. Their relationship with pupils is very good and their teaching is enthusiastic, energetic and exciting. The evaluation at the end of lessons is a strength of the teaching and information gathered from these sessions is used by teachers to inform their planning for the next lesson. Contributions made by education care officers and volunteer parents are very good and enhance the learning and teaching in science throughout the school.

30. There is a good policy and effective scheme of work, which provides helpful guidance for the non specialist. The co-ordination of the subject is effective and the monitoring of planning is a strength and ensures continuity across year groups but the co-ordinator does not have sufficient non-contact time to visit classes to monitor teaching and learning. There is no formal approach to assessment, other than the statutory end of key stage assessments and this has been identified by the school as an important area for development. However, teachers are beginning to keep examples of pupils' work, which have been levelled, in their portfolios and all teachers make good use of day-to-day assessments to inform their planning to raise standards. Overall, resources are adequate but equipment for investigative / experimental science is insufficient in some areas, particularly for the work on electricity. There is no outside environmental area for practical science, such as a pond linked to the study of living things.

Other subjects or courses

Art

31. Attainment in art at the end of Key Stage 1 is in line with national expectations and is above them at the end of Key Stage 2. Pupils throughout both key stages develop a satisfactory range of skills and a sound knowledge of art. By the end of Key Stage 1 pupils develop good control over a range of tools, including printing. They acquire basic painting skills, but only with ready mix paints. This limitation inhibits pupils' development of ways to vary the consistency of paint and the ability to develop subtle shades of colour. Most of the pupils were aware of the effects of mixing primary colours and some discussed the possible result of mixing green and yellow, but this was not attempted. They have no choice as to the size of paint brush to be used. The work of famous modern artists such as Andy Warhol and Picasso motivated the pupils to produce portraits in an interesting style. At the end of Key Stage 2 pupils paint and draw competently. They are exploring the different textures created by applying the paint in various ways, such as water colours in the style of Monet, while some Year 3/4 pupils in this key stage experiment with thick paint and comb patterns. Use of pastel is seen to good effect in drawings of Autumn trees. Clay is used well to make pots in the style of the Ancient Greeks. Good use is made of clay tools to add details of authentic pattern. Some very good drawings were done to demonstrate size and proportion using the words

profile and scale. The detailed observation in these drawings was of a high standard. A very colourful attempt was made at painting in the Caribbean style, using cloth instead of paper. The pupils enjoyed this and could discuss the difficulties encountered. They also realised the possibilities of creating the effect of shadow, using black and white lines.

32. Progress in Key Stage 1 is satisfactory and is seen in the increasing skill with which paint is used and applied. The greater attention to detail makes for more mature paintings. Pupils make good progress in their knowledge and understanding of the work of famous artists. Progress in Key Stage 2 is good. Pupils build satisfactorily on their prior attainment when developing the technique of painting in the style of famous artists. They are more aware of detail and work hard to produce a correct copy of the image. Their progress in sketching is good. Pupils with SEN make steady progress at both key stages.

33. Pupils' attitudes to art are consistently good at both key stages. They show very good concentration and perseverance when working on art assignments. They are very willing to talk about their work and the processes involved and do so articulately. They enjoy art and their behaviour is good. They clear up efficiently and very willingly.

34. The quality of teaching is always satisfactory in Key Stage 1 and good in Key Stage 2. Lessons are well planned and prepared. In Key Stage 1 there is great attention to a variety of stimulating activities which enrich pupils' experience. In Key Stage 2 teachers have very clear learning objectives and ensure that pupils understand the purpose of the lessons. All teachers have a good rapport with pupils and make regular teaching points as they move around the classroom extending pupils' learning. Praise and encouragement are used well. Classroom support is appropriately used enabling pupils of all abilities to progress. This is particularly so in the case of a special needs pupil who produced a very effective pencil sketch of his teacher, using appropriate soft pencils and shading in shadows and folds of clothing to an expert degree. Expectations are appropriately high and links with other subjects are clearly thought out

35. There is a written policy for art and the scheme of work is adapted from the Wirral scheme of work. This scheme supports good progression of drawing, painting, printing and modelling skills. Teachers' planning is good; however, aspects of the co-ordinator's role are undeveloped as there is little opportunity to monitor the teaching of art. Assessment is largely informal. While this allows immediate teacher response to the pupil, it does not ensure full progression.

36. Art features prominently in displays around the school creating a stimulating and welcoming environment. There is obvious celebration of the work of famous artists, but this is restricted to painters: there is no acknowledgement of sculptors or architects. The library contains no books about famous art pieces or artists. Resources are adequate and varied, but restrictions are imposed by the sole use of ready mixed paints.

Design and Technology

37. Standards of attainment at the end of Key Stage 1 are in line with national expectations; they are above national expectations at the end of Key Stage 2.

38. At Key Stage 1 pupils make models using appropriate materials. They select materials for strength, pliability and similar appearance. They are beginning to give thought to ways of joining. Pupils are able to appreciate that materials differ according to the suitability for the job. They recognise that cars need steel for strength, but the seats need cushions for comfort.

Pupils make models to demonstrate the moving parts of a wheel and use the terms “axle”, “chassis” and “wheel nut” correctly. They recognise that the axle requires a stop on the end to prevent the wheels from coming off. When making models of cars some pupils realised that a wheel nut was required and experimented with various materials before deciding on a rubber band as most suitable. They recognise that plastic wheels are better than paper as they are stronger. Pupils enjoyed discussing the workings of a bicycle and could name several parts. They then transferred this knowledge to a plan of a penny farthing bicycle. Early in Key Stage 2 pupils make working models emphasising working parts. Their models of a shaduf were accompanied by a written account incorporating materials, method of making, testing and re-designing. They also made model wells to demonstrate the use of a pulley system. At the end of this key stage pupils are becoming aware of the relationship between performance and function. Working models of bridges demonstrated the need for arches as extra support: these were accompanied by a fair test. The pupils appreciate that the design and the aesthetics of a product are important. A very interesting investigation was taking place to design a highly marketable fruit drink taking into account taste, colour, appearance and the retail box. These activities were related to manufacturer’s problems for cost effectiveness.

39. At Key Stage 1 progress is satisfactory. It is seen in the complexity of design, more appropriate choice of material and the way in which the pupils evaluate and discuss their models. Progress in Key Stage 2 is good. Pupils are very aware of the need to evaluate and modify their designs. Their awareness of design is more marked. This was seen in the model car from Key Stage 1 consisting of a square body with four undriven, revolving wheels. The pupil at the end of Key Stage 2 produced a battery powered car. The wheels were driven by means of a prop shaft and cog connected to a motor. Great attention had to be paid to the positioning of the motor, battery and cogs. There was also some modification of weight at the front to compensate for the battery at the back and an attempt to reproduce an aerodynamically shaped body. Pupils with special educational needs make steady progress in both key stages.

40. Pupils’ attitudes in both key stages are good. They work well co-operatively, discuss their projects and enjoy designing and making products. They persevere with their designs and show good concentration. They take care in the handling of tools paying particular care to health and safety.

41. The quality of teaching is always satisfactory in Key Stage 1 and good or very good in Key Stage 2. Teachers plan and prepare their lessons well and ensure that the correct resources are available. They have a secure knowledge of their subject and plan imaginative ways to deliver it. This was seen in the realistic role play of a manufacturer designing, making and testing a supply of reflective armbands for a customer within a time limit or the order would be lost. Experiences such as these familiarise the pupils with the world of work. Classroom assistants are involved appropriately with the planning and are deployed effectively. Their help enabled one pupil with special needs to produce a very effective model of a well. Activities link well to other curriculum areas, for example the construction of the shaduf was part of pupils’ work on Egypt. There is a missed opportunity to link with information technology.

42. There is a policy for design and technology and the Wirral scheme of work has been adopted, which the school has adapted it for its own use. While there are assessment opportunities planned into the scheme, there is no recording of progress. The systems for the co-ordinator to monitor the quality of teaching and learning are informal and have a limited effect on pupils’ attainment and progress. The subject is under review in the school development plan for the autumn term of 1998 when it will benefit from extra resourcing. At

present the resources are insufficient, especially with regard to hand tools.

Geography

43. Attainment in geography is in line with national expectations at the end of both key stages. However, a significant proportion of pupils exceed the national expectation at the end of both key stages. By the end of Key Stage 1 pupils recognise and name different types of settlement and they understand that Ilkeston grew up as a market town. They use atlases confidently and locate Derby and London on an outline map of the British Isles. Their map reading skills and use and understanding of geographical terms, such as hills and valleys, to describe the landscape exceeds the national expectation. At Key Stage 2, Year 4 pupils use a range of geographical skills to measure temperature, rainfall, air pressure and wind speed using instruments such as anemometers and barometers. They record their findings over a week and use the computer to construct bar graphs and pie charts. By the end of Key Stage 2 they have a good knowledge of Pakistan and how it is different from the British Isles. Their map skills are good and they are able to locate places on an ordnance survey map using six figure grid references; most can interpret geographical symbols representing features such as a church and bridge on an ordnance survey map. They use geographical terms such as weathering and erosion accurately and understand that erosion is caused by rivers. The highest attainers understand how an ox bow lake is formed and have a knowledge of rivers and physical processes which exceeds the national expectation for 11 year olds.

44. Pupils make good progress at both key stages. At Key stage 1 pupils make good gains in their mapping skills through planning a route from home to school and by the end of the key stage the highest attainers can locate north, south, east and west using a compass. They make good gains in their knowledge and understanding of their local environment through well planned fieldwork. Key Stage 2 pupils make good gains in their application of geographical skills through their practical investigations of weather patterns. They make good gains in their knowledge and understanding of Pakistan through asking appropriate questions of the teacher when discussing the country. Pupils with SEN make steady progress at both key stages through the hands on experience of using instruments to measure temperature and rainfall, and through examining artefacts from the places they study.

45. Pupils' attitude and response to learning is good. Their behaviour is very good and their concentration levels are high. They talk knowledgeably about aspects of their geographical studies and are enthusiastic about their work. When they work in groups they co-operate well and are happy to work with each other. They express amazement in response to certain stimuli, such as the video which informed them that men earn £10 a week in Pakistan: this led to an interesting discussion about poverty. They take initiative without being prompted; for example, when the out monitors handed out the work sheets at the right time in the lesson without being asked.

46. Owing to the structure of the timetable no teaching was seen at Key Stage 1. However, scrutiny of planning, pupils' work and discussion with Year 3 pupils about the geography they covered during Key Stage 1 confirms that the quality of teaching is good. At Key Stage 2 the quality of teaching is good. Teaching is based on good subject knowledge and use is made of correct geographical terms such as "purdah" and "chaddar" to challenge pupils and extend their geographical thinking. Planning is good and effective use is made of extension exercises, such as in the work on settlement patterns, for Year 3 pupils; the highest attainers were appropriately stretched. Good use is made of the computer to draw graphs using the data gathered from the project on weather. Very skilful and effective use is made

of the local environment for field-work opportunities for geographical investigations, enabling pupils to develop their geographical skills through the study of a real place.

47. There is a geography policy and the effective medium term planning ensures National Curriculum coverage. Although continuity is good across year groups the school recognises the need to develop a cohesive scheme of work. There is no consistent approach to assessment in geography; however, day to day assessment is used well by class teachers to inform their short term lesson plans. There is no monitoring of teaching and learning by the co-ordinator. Resources are insufficient although there has been a recent investment in software for the CD ROM and the good will of teachers ensures that there are enough resources as they bring in maps, books and artefacts from home: such is the commitment of the staff.

History

48. Standards of attainment at the end of Key Stage 1 are in line with national expectations. Key Stage 1 pupils successfully sequence objects from the past, they correctly order hot water bottles from the Georgian period to the present day and record their observations accurately. Their understanding of chronology, through the use of time lines, is good. They differentiate between old and new through exploring artefacts, such as objects used to wash clothes in Victorian times and those used today. They have a good knowledge of the differences between the past and the present. At the end of Key Stage 2 attainment exceeds national expectations. Pupils know about the work of archaeologists in Egypt and Greece by discovering, examining and recording information about their finds. Their knowledge and understanding of the Tudor period, particularly the reasons behind the Reformation, exceeds national expectations. By the end of Key Stage 2 pupils interpret and make judgements about the history they have learned: the debate about Henry VIII's split with Rome was particularly impressive.

49. Pupils at both key stages make good progress in history. Pupils with SEN make good progress in their development of enquiry skills through their experience of handling artefacts from the past. At both key stages progress is good because pupils have the confidence to ask their teachers questions and they have the skill to interrupt a teacher's explanation appropriately to seek clarification. Being secure in their learning they feel safe to make mistakes and make gains in their knowledge and understanding as a result of correcting their mistakes under the skilful intervention and support of their teachers. The progress Key Stage 2 pupils made through the debate as to whether or not Henry VIII remained a Catholic at heart, following the split with Rome, was very good.

50. Pupils' attitudes to learning are good. They listen well, show interest in their work and sustain concentration for good lengths of time. They express curiosity when they handle artefacts from the past such as the dolly and wash board. Expectations of their own standards are good and pupils work with pride and present their work neatly. They enjoy making models of the shaduf and pyramids in their topic work on Ancient Egypt; the written work by Year 6 pupils, on the Jarrow hunger march, reveals that they researched the topic with enthusiasm and interest. Pupils behave very well, are friendly and trusting, and confident when talking about their achievements. They help each other and co-operate well, for example, during the archaeological dig to find out about Ancient Greek pots they used the tools sensibly for their excavations and shared out tasks amongst members of their group. During this dig they handled the pieces of broken pottery with care and tidied up the sand which spilled from the tray on to the table without being asked to do so.

51. The quality of teaching is always good at Key Stage 1 and always good and sometimes very good at Key Stage 2. Lessons are effectively planned with clear learning outcomes and teachers challenge pupils through good questioning to extend their historical thinking. This was particularly effective during the lesson on the divorce of King Henry VIII and Catherine of Aragon. A range of methods, including practical activities such as an archaeological dig, are used to ensure that lessons have a brisk pace and pupils' interest is sustained. Teachers' subject knowledge is good and tasks are well matched to pupils' levels of attainment. For practical, investigative work pupils are grouped on the basis of prior attainment and this enables the highest attainers to be appropriately stretched and the lowest attainers to be given targeted and effective education care officer (ECO) support. Relationships between pupils and teachers are good and the appropriate humour and sense of fun on the part of teachers, for example the guessing game in Year 1, motivates pupils to learn. The quality of marking, particularly towards the end of Key Stage 2, is good, with comments being given to help pupils improve their work. Teachers and ECOs work well together and parents, accompanying pupils on visits to museums provide valuable support for pupils learning.

52. A detailed policy and effective medium term planning ensures that all the key elements of history are delivered. Cross curricular contributions are systematic and include good coverage of social, moral and cultural issues as well as developing design and technology skills. The work done on why people were hungry at the time of the Jarrow march is very moving. Assessment procedures are not consistent across year groups, however, class teachers use the assessment of what their pupils know, understand and can do effectively to inform their short term lesson plans. The teaching and learning of history in the classrooms is not monitored. Resources are adequate and sufficient only because of the good will of the teachers, who bring in artefacts and books from their homes and friends to ensure that the subject is well taught. The resource provision within the school for history is insufficient for the effective delivery of this National Curriculum subject, only because of the commitment of a dedicated and generous staff do pupils have access the resources they need.

Information Technology

53. National expectations are just met at Key Stage 1, but this arises partly from the basic skills that many pupils develop on computers at home. Attainment in information technology does not meet national expectations at the end of Key Stage 2.

54. In general, progress is slow. Pupils develop some basic computer skills during the reception year and Key Stage 1. These include the use of the mouse, responding to instructions on the screen, loading and saving on to disks. They also develop word processing skills and can use the computer for number games and activities. Some control work and data handling takes place, but this is not consistent enough to lay the basis for regular or future progress in these areas. During Key Stage 2 pupils develop steadily in word processing and publishing skills, but do not have the opportunity to move ahead adequately across the full information technology curriculum. There are some developments in the use of programs in history, design and technology and music, but these are not regular or adequately reinforced. Pupils with special educational needs progress in line with other pupils, but this is not sufficient to allow them to develop self-help skills that will support them in spelling, writing and presentation.

55. Pupils show interest in information technology and many use computers at home for

games and some printing activities. When given the opportunity, they work well in pairs, assisting each other, taking turns and coming to joint decisions about, for example, tunes developed on the computer. Often a computer-literate pupil will train another. Pupils know how to look after equipment and treat the hardware with respect. Very few develop enough self-help skills during Key Stage 2 to allow them to conduct independent investigations, manipulate data or carry out more advanced word processing and publishing requirements. Consequently, while motivation remains high, most pupils do not have sufficient awareness of the potential of information technology to make constructive decisions about what they wish to do.

56. Although one or two members of staff have an enthusiasm and some skills in computing, the majority of teachers lack real confidence in this field. They are also constrained by the availability of computers and space which reduces their ability to plan effectively for the full class to have access to programs. Some teaching is carried out with a clear focus and allowing opportunities to all pupils, but this is the exception. Class sizes, lack of assistance and the difficulty of gaining regular classroom support from more experienced colleagues mean that many members of staff find it difficult to know how best to use the computers that are available. This, in turn, means that when IT is used, it is usually in the form of discrete programmes rather than as a tool for supporting curriculum topic work.

57. Considerable thought has gone into planning for the development of information technology by the two co-ordinators. Neither have had the opportunity to work alongside colleagues to increase confidence. A good policy exists which provides practical guidance for staff, but there is currently no scheme of work or program of IT skills that will support and guide less confident members of staff. Some professional development has taken place, but none within the classroom context to support teachers in the day-to-day use of computers, data handling and simulation programmes within curriculum topics. Educational care officers have received a little training, but not enough to allow them to provide effective support for developments in the classroom.

58. National Curriculum requirements are not met and there is no coherent approach to assessment and recording of IT skills. Resources are very limited and there are not enough computers. Those that are in place are not always well located for effective work by pupils. Most classes have access to a single computer, but with an average class size of 33, pupil access for more than a token period is difficult. The lack of access to information technology limits the development of a range of skills, including data handling and design work, that would enrich and extend many pupils in other curriculum areas.

Music

59. Attainment in music is in line with national expectation at the end of both key stages. During reception and Key Stage 1 pupils develop an ability to sing in tune, use a small range of tuned and untuned instruments and recognise beat and tempo in their own and pre-recorded music. Early on they compose simple pieces and experiment with rhythm. They recognise a number of instruments and can relate emotions, such as happiness and sadness, to music heard. By the end of Key Stage 2, all pupils perform with excitement and enthusiasm in group performances using voice and instruments. They develop increasing ability to participate in part songs and rounds. Singing in assemblies and within music lessons is very good and pupils at all levels sing in tune.

60. Progress is satisfactory at all levels and is good at the end of Key Stage 2. It is most noticeable in all pupils' ability to use previous skills as the basis for developing more complex

songs or tunes. The progress made by all pupils, including both higher attainers and pupils experiencing learning or attention difficulties is at least satisfactory in all classes.

61. Pupils enjoy music and gain a lot from it. They sing and perform well together, keeping good time and listening carefully. They accept comments and are willing to provide positive feedback to others on performance. The enthusiasm for music is shown by the lack of self-consciousness in all pupils when participating in the classroom or during school performances in public. From reception onwards pupils show a pride and enthusiasm in singing and playing which is infectious and adds to the quality.

62. Teaching is always satisfactory, often good and sometimes excellent. All staff show a willingness to participate and they plan well structured lessons that move pupils from existing skills to more advanced ones. Particularly at the end of Key Stage 2 some very imaginative techniques are introduced to make the most of the enthusiasm of pupils. Thus, an excellent Year 6 lesson sees the class divided into three groups, each representing different speeds of clocks. The resulting piece is developed on the basis of pupil suggestions and culminates in a performance which has a magical quality. Every pupil participates with voice, instrument or both.

63. The school has produced a number of very successful musical presentations. "Joseph", "Once Upon a Star" and the carol service are very good examples of the use to which pupil motivation and skill, especially with the voice, are put. A large number of pupils learn instruments and this combines with the recorder and music clubs to produce an increasingly rich musical environment.

64. Co-ordination of music is good, but limited by the inability of the co-ordinator to work more closely with colleagues. All staff possess some musical skills, but have varying degrees of confidence. Techniques introduced recently to make the best use of the spoken word, in conjunction with the small collection of instruments, hold the basis for significant developments throughout the school. At present the music curriculum is designed by individual year teachers on the basis of an LEA programme. The success of this and the development of assessing musical development varies between teachers. Additional co-ordinator support within at least one classroom has already shown what progress can be made.

Physical education

65. Attainment in physical education exceeds national expectations at the end of both key stages. By the end of Key Stage 1, pupils have developed good body control, good posture and an effective awareness of space. They have a positive attitude to bodily health and know how to exercise appropriately. Games skills are well developed, with most pupils demonstrating good throwing, catching, moving and turning skills. All pupils are able to understand and link a range of instructions and evaluate their own performance and that of others. By the end of Key Stage 2, all pupils can sustain long periods of practise and seek actively to develop and polish movements and sequences. They build on the constructive comments of others and retain a clear sense of purpose in the development of dance and movement routines. Games skills, accuracy of eye-hand co-ordination and the variety of movements increase as does the positive attitude to fitness. In swimming all pupils usually leave the school able to swim 25 metres and most can cover far greater distances. Three pupils have gone on to become professional footballers and one pupil attends England Boys' cricket squad training.

66. There is good progress from reception to Year 6. At the earliest stages children under five develop a range of movements that assist in physical development and stamina. They also quickly develop an ability to listen and act upon a sequence of instructions. Through Key Stage 1 this progress continues, with an increasing ability to respond to rhythm in music and to change pace and direction. During Key Stage 2 there is considerable progress and all pupils increase in skills, understanding and confidence. They develop a range of movements, an increased ability to link these together for effective routines and a high level of control in terms of body movement, speed and direction. Games skills develop and are displayed in a range of activities, including football, basketball, short tennis, netball, cricket and rugby. The ability to mime develops well within both key stages, as does confidence in performance. Pupils with special educational needs progress well at both key stages. One or two have specific programmes within their individual education plans relating to physical education skills. The targets are met regularly and progress is good. Pupils who initially find movement or sequence work difficult progress steadily.

67. Pupils enjoy physical education. They show enthusiasm in participation and demonstrate to other pupils. They work well together, in pairs and in groups. As they progress through the school their co-operation develops from the ability to work together to collaboration in planning sequences and movements. Behaviour is excellent within physical education lessons and instructions are listened to carefully and followed. There is no inhibition in performance and all pupils show great sensitivity in the way they plan their own activities and in commenting and praising the work of others.

68. Teaching is always good. Lessons are well planned and time always allowed for warm-ups, for planning and, at the end, for evaluation. Staff are good role models in their attitude to fitness and provide a range of imaginative stimuli at the beginning of lessons. They also monitor individual performance very carefully, providing comments that assist in pupil development. A very good Year 6 lesson starts with a warm-up to eight beats and is followed by a recap on the previous session. Pupils have planned their own sequence with the title of "Cheerleading". As each group practices, the teacher adds comments and brings good practice to the attention of the whole class. Mixed-gender groups work well and without embarrassment. Each group acts on teacher and peer suggestions. The lesson is timed so that every group is able to perform to the class.

69. The co-ordination of physical education is good. A scheme of work is being adapted from an LEA programme and a separate scheme exists for swimming. The school has developed a good reputation for sport and many pupils go on to become club members in later life. Resources are adequate and space inside and out is appropriate. The school is also able to draw upon expertise in the form of visiting coaches in a range of sports. Extra-curricular work enhances what is a very rich and varied curriculum. Residential visits are being reinstated this year and these, together with orienteering, provide a valuable outdoor activity element. Throughout the school there is a strong emphasis upon equality of opportunity for boys and girls in all forms of sport and physical activity.

PART C: INSPECTION DATA

Summary of inspection evidence

70. The inspection was carried out by a team of 3 team inspectors and 1 lay inspector over a total of 14 inspector days.
71. During the period of the inspection 58 lessons or parts of a lesson were observed, adding up to a total of 36 hours and 30 minutes. Where, because of the structure of the school timetable, it was not possible to observe a group being taught, for example with geography at Key Stage 1, time was spent in talking with pupils about the subject and their work in it.
72. In addition:
- Inspectors attended school assemblies (at the specific request of the Section 23 inspector) and also registration periods for all year groups;
 - At the request of the school, parish priest and the Section 23 inspector the registered inspector and lay inspector attended the whole school mass;
 - Owing to the Section 23 inspector having an accident during the week of the inspection the lay inspector observed some religious education lessons at his request which have not been included in the total lesson observation time;
 - Samples of pupils' work were examined for each class in the current academic year;
 - Samples of pupils' previous work were also examined;
 - Statements of special educational needs, reviews of pupil statements and individual education plans were scrutinised;
 - A comprehensive range of school documents was inspected including the school development plan, teachers' records, all curriculum planning documents, records kept on pupils, a sample of the reports sent to parents, the school registers and school policies on behaviour, equal opportunities and special educational needs;
 - In each class, inspectors listened to a sample of pupils read. Overall 10% of the pupils in the school was heard to read. Pupils were examined in their mathematical knowledge;
 - The registered inspector observed swimming lessons in the swimming pool at the leisure centre in Ilkeston;
 - Extra curricular activities were visited, including the recorder club and sports clubs;
 - Over 40 discussions were held, variously with teachers, educational care officers, governors, parents and administrative assistants; over 17 hours were spent in conducting these discussions;
 - Discussions were held with pupils about their work;
 - A parents' meeting held prior to the inspection was attended by 59 parents. At this meeting parents expressed views about the work of the school;
 - The responses to the 133 questionnaires completed and returned by parents were considered during the inspection; and
 - The budget figures and the most recent audit report were examined.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	230	3	16	18

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	8
Number of pupils per qualified teacher	28.75

Education support staff (YR - Y6)

Total number of education support staff	6
Total aggregate hours worked each week	62

Average class size:	33
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FINANCIAL DATA

Financial year:	1996/97
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	£
Total income	261,171
Total expenditure	269,147
Expenditure per pupils	1,170
Balance brought forward from previous year	12,219
Balance carried forward to next year	4,243

PARENTAL SURVEY

Number of questionnaires sent out:	230
Number of questionnaires returned:	133

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	68	32	0	1	0
I would find it easy to approach the school with questions or problems to do with my	65	33	2	0	0
The school handles complaints from parents well	37	54	7	2	0
The school gives me a clear understanding of what is taught	39	56	4	1	0
The school keeps me well informed about my child(ren)'s progress	58	41	1	0	0
The school enables my child(ren) to achieve a good standard of work	60	38	0	2	0
The school encourages children to get involved in more than just their daily lessons	59	35	6	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	53	40	5	2	0
The school's values and attitudes have a positive effect on my child(ren)	74	26	1	0	0
The school achieves high standards of good behaviour	79	20	1	0	0
My child(ren) like(s) school	73	24	0	2	0

Other issues raised by parents

A few parents expressed concern about higher attaining pupils not being sufficiently stretched. However, opinions varied on this issue, Other parents felt that much of the work is differentiated to allow extension and that teachers provide extension work for higher attaining pupils.

Some concern was expressed about how the youngest pupils are managed by school meals supervisory staff.