

Buxworth Primary School
~~Whaley Bridge~~ [High Peak](#)

LEA area: Derbyshire ➤

Unique Reference Number: 112526 ➤

Inspection Number: 182646 ➤

Headteacher: Mrs L Hartley ➤

Reporting inspector: Mrs E LaBrum

Dates of inspection: 15 - 17 November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

Type of control: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Station Road

Buxworth

High Peak

Derbyshire

SK23 7NJ

Telephone number: 01663 732426

Appropriate authority: Governing Body

Name of chair of governors: Mr Michael Ashton

Date of previous inspection: February 1996

INFORMATION ABOUT THE INSPECTION TEAM

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name 2 Mr Bernard Morgan , Lay Inspector		Attendance Support, guidance and pupils welfare Partnership with parents and the community
name 3 Mr John Bird	Mathematics Science Design and technology Information technology Art Physical education Special educational needs Equal opportunities	Teaching Leadership and management Staffing, accommodation and learning resources Efficiency of the school

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MAIN FINDINGS

What the school does well

- There is effective leadership and the school is well supported by an active governing body.
- Pupils in all years make good overall progress.
- Standards of behaviour and pupils' attitudes to learning are very good.
- The provision for social and cultural development is very good.
- Provision for pupils with special educational needs is very good.
- There are close and effective links with parents and the community.
- The whole school team show strong commitment to their work and work very well together.
- The school is very effective in implementing its aims, values and policies.
- Pupils make very good progress in science and reach very high standards.
- Pupils reach very high standards in music.

Where the school has weaknesses

The staff and governors have been successful in identifying the school's strengths and weaknesses. The issues for improvement listed below were identified by the inspection team during the inspection. However, the school had already identified them in its development plan and action is already being taken to make necessary improvements.

- I. Standards, educational provision and resources for information technology are unsatisfactory.
- II. There is no systematic programme for improving the quality of teaching and learning through direct observation in the classroom.

The school has many strengths which outweigh its weaknesses. However, these weaknesses will form the basis of the governors' action plan, which will sent to all parents or guardians of pupils attending the school. Additional areas that the governors may wish to include in their action plan are improving the quality of teaching by making better use of assessments to group pupils for learning by ability and by increasing the impact of marking on helping pupils to improve their own work.

How the school has improved since the last inspection

The school has successfully maintained the high standards in attainment, behaviour and attitudes as well as the good quality of teaching identified by the previous inspection. Attainment in science has risen. Within the constraints placed on the school by the varying size of its year groups and therefore the need to review its structure of classes each year, the planning of the curriculum is more explicit and coherent. Significant improvements have been made in implementing a consistent assessment policy and the school has made a very positive response to this key issue. Teachers are now clearer about their management roles and responsibilities. Teachers have a good knowledge of the standards being achieved and the curriculum provision in their own subjects. They take responsibility for the audit and provision of resources in consultation with teaching colleagues. Their roles in the monitoring and evaluation of teaching and learning are still under-developed.

The National Literacy Strategy has been successfully implemented and the school has made good progress in implementing the recommendations of the Qualifications and Curriculum Authority. These improvements have been brought about by effective leadership and by very good teamwork with all members of staff giving very generously of their own personal resources of time, enthusiasm and energy. These strengths, together with the support of an active governing body and the school's ability

to review its own performance in a positive but constructive way demonstrate that the school has a good capacity to promote its own improvement. The school has set realistic but challenging targets which are designed to raise standards of attainment even further.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
English	B	B	<i>average</i>	<i>C</i>
Mathematics	A	A	<i>below average</i>	<i>D</i>
Science	B	B	<i>well below average</i>	<i>E</i>

This is a very small school and the number of pupils taking part in the national tests in any one year is also very small. The attainment or absence of one or two pupils can, therefore, have a major influence on the overall results for any one particular year. Overall the standards attained in English, mathematics and science by the pupils aged seven match those achieved nationally. By the age of eleven, pupils' attainment is above the national average in English and mathematics and is well above this in science. Standards are below that typically found in information technology in both key stages. Overall pupils achieve standards in religious education in line with those set out in the local education authority's Agreed Syllabus. Overall, all pupils including those with special educational needs, make good progress in all their subjects, except in information technology.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	N/A	Good	Very good
Information technology	N/A	No lessons observed	No lessons observed
Religious education	N/A	No lessons observed	i)
Other subjects	Good	Satisfactory	Good

In the three days of the inspection, teaching was observed in thirty lessons. In the limited time available the inspectors placed an emphasis on observing teaching in English, mathematics and science. Overall, the quality of teaching was judged to be good throughout the school although the quality of teaching varied from satisfactory to outstanding. No teaching seen was judged to be less than satisfactory.

i) Only one lesson was seen in religious education in Key Stage 2 and none in Key Stage 1. Therefore there is too little evidence on which to base a judgement. In the one lesson that was seen the teaching was of good quality.

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

Other aspects of the school

Aspect	Comment
Behaviour	The behaviour of pupils throughout the school during the inspection was very good.
Attendance	Attendance during the last school year was above that seen nationally.
Ethos*	Very good. The school is committed to achieving high standards and promoting good progress through effective teaching. Pupils respond very positively. They enjoy learning and strive hard to succeed. Relationships are very good.
Leadership and management	The headteacher leads the school well. Governors are closely involved in the work and life of the school and are very supportive. At present there is no systematic approach to monitoring and evaluating the effectiveness of teaching and its impact on pupils' learning.
Curriculum	The curriculum is good overall. Arrangements for assessment are good. Its use to promote effective learning is satisfactory. Marking is positive but does not always give pupils enough help to improve their work further.
Pupils with special educational needs	Provision is very good for pupils with special educational needs. All those who support learning in the classroom are skilled in managing pupils' behaviour.
Spiritual, moral, social & cultural development	The provision for spiritual and moral development is good. For social and cultural development it is very good. Provision is very good overall.
Staffing, resources and accommodation	The staffing and resources for the school are good overall with the exception of information technology. The accommodation makes it difficult for teachers to deliver some aspects of the national curriculum.
Value for money	The school provides good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- III. Their children like going to school.
- IV. The school enables pupils to achieve a good standard of work.
- V. The school's values and attitudes have a positive impact on pupils.
- VI. Standards of behaviour are high.
- VII. There is a good partnership between the school, the parents and the community.
- VIII. The school explains the curriculum well.

What some parents are not happy about

- IX. The quality of the accommodation.

The inspectors' findings support the positive views expressed by the parents and their concerns about some aspects of the quality of the accommodation.

KEY ISSUES FOR ACTION

The staff and governors had identified these issues as areas for further development before the inspection and are already in the process of implementing improvements.

To raise standards and provision further the staff, headteacher and governors should:

- X. Improve standards in all aspects of information technology by providing appropriate training for staff, securing adequate equipment and software and implementing a scheme of work that will give staff a secure basis for teaching (paragraphs 9 - 13).
- XI. Implement a policy and programme for improving the quality of teaching through direct observation so that decisions for future improvement are based on reliable and valid information (paragraph 64).

In addition to the key issues above the following less important area for development should be considered for inclusion in the action plan:

Improve the quality of teaching so that it is consistently good by:

- XII. making better use of assessments to group pupils for learning by ability (paragraph 34);
- XIII. providing a closer match of work to the needs of pupils with differing abilities (paragraph 32);
- XIV. increasing the impact of marking on helping pupils to improve their own work (paragraph 35).

The numbers in brackets relate to the main paragraphs of this report where these issues are mentioned.

INTRODUCTION

• Characteristics of the school

1. Buxworth Primary School is situated in the centre of Buxworth, a small village in the High Peak area, two miles north of Whaley Bridge in Derbyshire. Most pupils attending the school live in the village itself or come from farms and villages in the surrounding area. Boys and girls from four to eleven years are taught in the school. It is a small school with seventy-three pupils on roll and the number of pupils in each year group range from six to fourteen. Pupils are currently organised for learning into three classes: Class 1 for Reception and Year 1 pupils, Class 2 for pupils in Years 2 and 3 together with the younger pupils from Year 4, and Class 3 where older Year 4 pupils join pupils from Years 5 and 6. The school is host to an independent playgroup that operates every morning on the school site.
2. The number of pupils eligible for free school meals is below the national average. There are ten pupils on the register for special educational needs support and assessment. This represents fourteen per cent of the school population and is broadly typical for a primary school nationally. There are five pupils with statements of special educational need and this demonstrates a very high percentage for a school of this size. There were no exclusions of pupils from the school during the last school year.
3. There are two occasions in each year when pupils are admitted to the school. Pupils who will have their fifth birthday between September and April are admitted at the beginning of the autumn term. Pupils who have their fifth birthdays between May and August are admitted to the school in January. At the time of the inspection there were seven pupils under five years of age in Class 1. Many pupils have attended some form of pre school education most often in the playgroup based at the school. Attainment on entry covers the full spectrum of ability but with fewer pupils than usual having reached the standards expected for their age on entry.

The school's aims are published to parents in the school's brochure. They are to:

Create a happy, friendly and secure environment in which to work;

Provide equality of opportunity for everyone in the school community;

Foster high standards of behaviour as well as academic achievement;

Encourage a spirit of co-operation by working together;

Equip children with the skills and knowledge to function within the village community as well as in a fast changing world.

4. The school priorities for development relate improving the school buildings and to raising standards in mathematics through the introduction of the National Numeracy Framework and in information technology through improved curriculum plans and better resources and equipment.
5. The school has set realistic but challenging targets for raising standards.
5. The school was last inspected in February 1996.

Key indicators

The results of boys and girls are not published separately in this report as the small number of pupils involved would mean that individuals might be identified.

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999			7

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Total	3	5	6
Percentage at NC Level 2 or above	School	43(92)	71(100)	86(85)
	National	79(80)	83(81)	86(84)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Total	3	6	7
Percentage at NC Level 2 or above	School	43(100)	86(92)	100(100)
	National	82(81)	86(85)	87(86)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999			12

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Total	11	12	11
Percentage at NC Level 4 or above	School	92(75)	100(83)	92(92)
	National	70(65)	69(59)	78(69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Total	12	12	12
Percentage at NC Level 4 or above	School	100(92)	100(92)	100(100)
	National	67(65)	69(65)	75(72)

.....
1/2

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	School	%
	Absence	National comparative data	4.4
	Unauthorised	School	5.9
	Absence	National comparative data	0.3

5.

5. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

5. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	20
	Satisfactory or better	100
	Less than satisfactory	0

5. **PART A: ASPECTS OF THE SCHOOL**

5. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

5. **Attainment and progress**

6. This is a small school with just seventy-three pupils on roll. The number of pupils in any one year group is also small, ranging from six to fourteen. The range and balance of pupils' attainment within any one year can also vary greatly. Therefore, the results of the statutory tests and teacher assessment at the end of each key stage must to be treated cautiously because the performance of one or two individual pupils can have undue influence on the attainment overall. Judgements about the standards now being achieved in the core subjects of English, mathematics and science and in information technology and religious education are based on evidence gained from detailed examination of pupils' work, teachers' records of pupils' progress, observation from lessons and discussion with pupils and teachers. The attainment demonstrated in statutory tests for the last three reporting years (1997, 1998 and 1999) is generally reflected in the findings of this inspection. Comparisons with the last inspection report indicate that the standards have been maintained, except in science. Here, standards have risen and attainment is now high with pupils making very good progress.
7. Baseline tests show that while attainment on entry to the school covers the full spectrum of ability, more pupils than usual have attainment below that found nationally. However, by the end of the Reception year a significant number are working confidently at National Curriculum Level 1 and the majority achieve standards that are broadly typical for pupils of their age in all areas of learning. They make good progress during their Reception year in all areas but particularly in language development, number, knowledge and understanding of the world and social development. This good rate of progress is directly related to the high quality of the curriculum and the effectiveness of the teaching.
8. Overall, attainment in English is above that seen nationally with pupils making good progress as they move through the school. Attainment in English is in line with standards that are found nationally by the end of Key Stage 1 and above this by the end of Key Stage 2. The general trend in results of the statutory tests over the last three show that, whilst most Key Stage 1 pupils have made good progress and achieved the nationally expected National Curriculum Level 2, few attain above this to reach Level 3. The evidence of the inspection generally reflects these test results. Although the results of the statutory tests for 1999 were below average they are not typical of standards generally attained by most pupils within Key Stage 1. Most pupils in the current Year 2 are on course to attain the expected level of attainment by the end of Key Stage 1. Pupils continue to make good progress as they move through the school and by the end of Year 6 attainment in English is above what is usually seen both at National Curriculum Levels 4 and 5.
9. The National Literacy Strategy has been successfully implemented and there are indications that this has had a positive impact on standards over the last two years. Both the good rate of progress and the pupils' attainment reflect the high quality of teaching and the curriculum plans for promoting effective learning. The school has set challenging targets for pupils at the end of each key stage to achieve for the next three years.
10. Attainment in mathematics over the last three years has been broadly in line with the standards found nationally by the end of Key Stage 1. By the end of Key Stage 2 standards are above those expected nationally for pupils of eleven years of age. More pupils achieve the National Curriculum Level 4 than is usually seen and the percentage of pupils attaining the higher Level 5 is above that found nationally. From a starting level below that expected for their age pupils make good progress to achieve these standards as a result of effective teaching.

11. Implementation of the National Numeracy Framework is underway but it is too early to judge its impact on pupils' attainment particularly in mental maths sessions.
12. In science pupils make good progress and by the end of Key Stage 1 their attainment is in line with that found nationally. They build well on this good start so that by the end of Key Stage 2 standards are high with many more pupils achieving National Curriculum Levels 4 and 5 than is usually seen. The findings of the inspection generally reflect the statutory teacher assessments and tests results over the last three years. Pupils benefit from enthusiastic, specialist teaching with particular attention given to enabling the most able pupils in Year 6 to achieve high standards.
13. Standards in information technology at both key stages are below what is expected nationally and pupils' progress is unsatisfactory although there are instances in Key Stage 2 where their skills in word-processing and data handling are secure. An example was seen in the Class 3 mathematics lessons where pupils were able to communicate their findings through spreadsheets, line and bar charts. They had evaluated the usefulness of the data and produced word-processed explanations of their findings using the appropriate vocabulary. Both these standards and the rate of progress are linked to inadequate resources and planning that does not promote good progress in controlling, monitoring and modelling events. The school is aware of these weaknesses and has identified them as priorities in its development plan.
14. Pupils make satisfactory progress in religious education and reach standards that are broadly in line with those set out in Derbyshire's Agreed Syllabus, *All Our Worlds*. Pupils have a good body of knowledge about major world faiths and are developing clear understanding of the use of religious symbolism. Older pupils are able to draw parallels between what they have learned and their own experiences. However, although their oral knowledge is secure too little is recorded in their written work.
15. In history and geography pupils make good progress as they move through the school. The provision is of good quality. There is a good balance between covering the content of the National Curriculum programmes of study and teaching specific skills such as handling artefacts and map-reading as well as learning from reference and text books. Learning in the classroom in history and geography is well supported, through fieldwork.
16. Very few lessons were observed in physical education and music and this, combined with the practical nature of these subjects means that overall judgements about progress could not be made. However, evidence of achievement from the teacher's records for swimming show that pupils are making good progress in this aspect of physical education. The standard of singing is a strength in the school. However, there was too little evidence in other aspects of music, such as appraising and composing, to judge progress overall. Evidence from curriculum plans, from displays around the school and in the models made by pupils indicates that pupils make satisfactory progress in art and in design and technology.
17. Pupils with special educational needs make very good progress. The written plans on which teaching is based are of very good quality. They are ably supported in the classroom by the very skilled class teachers; visiting specialists and education care officers.
18. Overall, the good progress made by pupils, with the single exception of information technology is directly linked to a well-planned curriculum which is well taught in the classrooms.
19. The school has set realistic but challenging targets for the next three years.

Attitudes, behaviour and personal development

20. Pupils' attitudes and behaviour are strengths in the school. Their relationships with each other and with the adults in the school are very good. They demonstrate very positive attitudes to their work. This confirms the views expressed by parents and demonstrates that the school has maintained the high standards reported in the last inspection. The school successfully implements its aims of, *'fostering high standards of behaviour, a spirit of co-operation and self-confidence whilst respecting and appreciating the needs and differences of others'*. Teachers work hard to promote pupils' personal development within lessons. They are successful within the constraints placed on them by the accommodation and the limited resources for information technology. The school has too little space for pupils to develop their independent research and communication skills through independent access to computers and reference books in the classrooms and the school cannot provide adequate supervision in other parts of the building.
21. Overall, pupils' attitudes are very good and they enjoy their lessons. They are attentive listeners, apply themselves readily to the tasks set for them and work with enthusiasm and a strong sense of purpose. They are willing partners in their own learning and co-operate very well with adults and other children. For example, the pupils in Class 3 had great fun in writing humorous newspaper reports with a partner but never lost sight of the demanding targets they had to meet. They completed their work to a high standard and within a challenging time limit. Their skills in listening with interest and courtesy to what others have to say and in making suggestions that build constructively on the ideas of other pupils are very well developed. This has a very positive impact on the way they work together.
22. In lessons and around the school during the inspection, pupils' behaviour was at least good and was very good overall. No incidences of misbehaviour were observed during the inspection. Pupils are instantly obedient to instructions. They know and maintain the school rules and classroom routines without undue intervention from teachers. For instance, at playtimes pupils uphold the rules that ensure that boisterous play is kept within a given area and that other pupils have room to play or talk without interruption. Most older pupils govern their own behaviour extremely well whilst those with behavioural difficulties are well guided by skilful teachers and education care officers.
23. The pupils' personal development is good. From their earliest days in school they are taught to find and use resources on their own and to clear away after themselves without fuss. Their ability to settle quickly and quietly to the tasks they are given and to work steadily by themselves has made a very positive impact on the successful implementation of the National Literacy Strategy. Pupils willingly take responsibility for tasks around the school. They are very reliable in distributing and collecting play equipment at the beginning and end of breaks and in preparing the hall for collective worship and music lessons. Throughout the school pupils make sensible choices and exercise initiative maturely when they have the opportunity to do so. For instance, one older pupil who was asked about the Bible stories shared in collective worship, organised a survey and produced a written list giving this information on his own initiative. Another good example of pupils' capacity to act on their own initiative was observed in Class 2 when pupils successfully organised and prepared their own presentation of a scene from a Victorian schoolroom. Pupils successfully develop confidence and competence in organising their own work in the classroom as they move through the school. The school gives very good attention to improving these skills in Year 6 so that pupils are well prepared for the transfer to the high schools.
23. **Attendance**
24. Attendance is good and levels are above the national average. Registers are completed promptly and in accordance with regulations. Statutory requirements with regard to the publication of

absence rates to parents are met. The school has a clear policy on these matters and the prospectus sets out the procedures for parents to follow in the event of absence. Pupils are usually punctual at the start of the school day. When occasional lapses occur teachers take prompt action and ensure that sessions and individual lessons begin on time.

24. **QUALITY OF EDUCATION PROVIDED**

24. **Teaching**

25. The quality of teaching seen was good overall. This judgement indicates that the school has maintained the high quality of teaching identified in the last inspection report. In all of the thirty lessons observed the teaching was satisfactory or better. In almost 60 per cent of lessons the teaching was good or better and in one out of every five lessons it was very good or excellent. The quality of teaching is good for under-fives and in both Key Stages 1 and 2. The highest quality of teaching was observed in the classes for older pupils. The quality of teaching is an important factor in the good progress which pupils make over time. Two teachers share the teaching in every class. The school makes very effective use of this arrangement so that pupils can benefit from some specialist teaching. Good examples of this were seen in science, physical education and music. The time and effort given to joint planning by those who have a shared responsibility for teaching within the same class have a very positive impact on the quality of teaching.
26. The quality of teaching for pupils under five years of age was at least satisfactory and in the majority of lessons it was good. There are many consistent strengths, including good planning and preparation. All adults value what pupils have to say, promoting their confidence and motivation to learn. Teachers have a good understanding of how pupils learn through play and this is structured well. Where teaching was good it was distinguished by very effective assessment of what pupils had already learned and appropriate encouragement and praise to promote pupils' confidence and motivation.
27. The quality of teaching in English and mathematics was consistently good in both key stages. In Year 2 and in Key Stage 2 pupils benefit from enthusiastic, specialist teaching in science and make very good progress as a result. In other subjects of the curriculum there were too few observations to make reliable judgements about teaching of individual subjects. However, when the teaching in these subjects is considered collectively, the quality was satisfactory at Key Stage 1 and good at Key Stage 2. It was judged good overall. Although there was little direct evidence of teaching in information technology seen during the inspection, the insufficient progress made by pupils and unsatisfactory standards achieved indicate that teaching is not secure.
28. The quality of teaching in English is consistently good throughout the school. Teachers and pupils work in an effective partnership enjoying lessons together and working with a sense of purpose. All teachers have clear targets for what pupils will learn in each lesson and provide tasks that are interesting and well organised. Teachers give lively introductions to lessons and give pupils a clear outline of what they have to do. Education care officers and teachers support pupils very well in the classroom.
29. The quality of teaching in mathematics is good overall. Teachers have good subject knowledge that often enables them to provide clear explanations and confident guidance in helping pupils to explore mathematical concepts successfully. Lessons are thoroughly planned and have clear targets for what particular groups of pupils will learn. Pupils make good progress towards these targets through appropriate activities. Teachers create a good climate for learning; for instance, quietness is required before any discussion takes place. Behaviour is consistently good in response to effective discipline and good relationships and this makes a significant contribution to pupils' progress and attainment.

30. The time allocated each day for the teaching of literacy and numeracy is used well to promote pupils' learning. The successful implementation of the National Literacy Strategy is having a positive impact on standards in English. However, the school's current implementation of the National Numeracy Framework is at too early a stage to judge its impact on learning.
31. There are many consistently strong features in their teaching that all teachers share. For instance, teachers demonstrate good knowledge of the subjects that they teach through the quality of their questioning, leadership of class discussion and direct teaching. This is particularly noticeable in science where the effective specialist teaching of good quality enables pupils to make very good progress. Another specific example of subject expertise was also seen in an English lesson with pupils from both key stages, where the teacher used skilful questioning to cause pupils to use their imagination successfully. Similarly, in a music lesson with Key Stage 2, outstanding direct teaching, combined with the teacher's enthusiasm and expertise, was used to excellent effect in improving pupils' tone and diction in singing. Lesson planning and preparation are at least sound and are very often of good quality with teachers taking great care to provide tasks that meet the wide range of ages and needs in their classes. Resources are always well organised in advance. Teachers are clear about what they want pupils to learn in lessons and frequently explain this at the beginning of the lesson. Without exception teachers and support staff demonstrate good management of behaviour. Clear, useful and understood routines are in place. All members of staff have high expectations of pupils' behaviour. They are observant and quick to intervene effectively at the onset of behaviour that falls short of the standards they expect. Pupils in Key Stage 2 benefit from specialist teaching in science, music and physical education and are able to make very good progress.
32. What distinguished much of the satisfactory teaching from that which was judged good or better was the precision with which the work set matched the learning needs of the pupils. In the many good lessons teachers have high expectations of what pupils will learn and pupils are very appropriately challenged by the tasks set for them. For example, a mathematics lesson in Key Stage 1 was very well planned and structured to introduce the concept of *tens*. However, this is occasionally not done so well and sometimes the same targets for learning and the same tasks are set for all pupils without full consideration of their different learning needs. On these occasions, the teacher's expectations for some pupils, usually the older and most able, are not sufficiently high and as a result they make only satisfactory progress. An example of this was seen in the science lesson where all pupils in the class worked on the same task at the same level. However, the older pupils have extension activities provided for them in additional time outside the lesson. There is no system for identifying the best teaching practice through direct observation so that it can be shared with other teachers.
33. The quality of teaching provided for pupils with special educational needs is very good, particularly when pupils are supported by education care officers in the classroom. Support staff are clear about the tasks and their role in supporting learning. The quality of their work is very good. In some lessons two learning support staff work effectively with the teacher and this has a very positive effect upon the progress made by those with special educational needs and also by other pupils.
34. Since the last inspection the school has put in place good systems for assessing and recording what pupils have learned in each lesson. This aspect of practice is satisfactory. However, teachers do not always make the best use of this information to group pupils for learning according to their needs and most often they are grouped by age. This sometimes results in some pupils not meeting sufficient challenge in their work.
35. Oral feedback to pupils both individually and in groups is of good quality and successfully helps them to identify what they have done well and what they need to learn next. However, whilst the

comments that teachers write in pupils' books are always positive they are less often helpful and do not give pupils sufficient guidance on how to improve their work.

36. In some lessons homework is set which usefully extends pupils' understanding or consolidates learning at school. Examples of this were seen in reading, spelling and learning multiplication tables at home which helped pupils with activities in the classroom.

36. **The curriculum and assessment**

37. The school provides a broad curriculum that covers all National Curriculum subjects and religious education and also provides for personal and social education. The shared teaching in each class allows the school to draw on the expertise and enthusiasm of all its teachers to provide a broad range of interesting and varied activities. The governors have a sound policy for providing education on sex and drugs awareness. Overall, the school has maintained the curriculum strengths identified in the last report and there have been improvements in some areas. The breadth and quality of the curriculum is reflected in the pupils' work and in their very good attitudes to learning. However, the quality of provision for information technology has fallen behind what is usually seen in primary schools and is unsatisfactory. Here the curriculum plans do not provide sufficient coverage of the important elements of controlling, monitoring and modelling events. The school has only limited equipment to ensure that pupils make satisfactory progress in word-processing and data handling where the curriculum plans are of satisfactory quality.
38. The school has clear aims for fostering high standards of academic achievement, promoting self-confidence and independence of thought and encouraging a spirit of co-operation by working together. This small school is particularly successful in pursuing its aim to equip children with the skills and knowledge to function within the village community. The curriculum policies and teachers' planning records show how the school sets about achieving these.
39. The year groups in this small school vary from six to fourteen pupils and therefore the school has to reconsider the structure and composition of its three classes every year. Teachers put a great deal of effort and personal time into reviewing the planned two-year cycles of work and reorganising them as necessary. Therefore, the school does not have permanent overall records that show how it delivers the National Curriculum programmes of study for each year group. However, teachers can demonstrate through a series of two-year cycles of planning that all pupils have equal access to the National Curriculum within each key stage. In most subjects the school's curriculum plans give sound guidance to teachers for helping pupils to make good progress from one level of work to the next. The curriculum plans for art and design and technology are sound and cover all aspects of the programme of study. However, they do not clearly show how plans for each key stage, each year and each half-term are linked into a coherent whole and provide a basis that allows pupils to make steady progress as they move through the school.
40. The school has fully implemented the National Literacy Strategy. Teaching is supported by good quality plans for each half-term and each week. There are also daily mathematics lessons that incorporate the required elements of the National Numeracy Framework.
41. Many aspects of the foundation subjects are organised and taught as broad topics. The topic plans for the summer term in Class 3 give a good example of how these cross-curricular themes work. As part of their studies on Tudor times, pupils' activities included a Onatti theatre visit to learn about the traditions of the theatre. This was linked to a study of Shakespeare's *Merchant of Venice*. Pupils also learned about northern Italy and especially Venice as part of a unit of work in geography. The topics are very carefully planned and are of good quality. Within each topic the work planned is securely based on the recommendations of the Qualification and Curriculum Authority. The knowledge, skills and understanding specific to each separate subject are clearly identified and given appropriate emphasis.
42. The curriculum for the under-fives is securely based on the nationally agreed outcomes for learning with particular emphasis on language and social development. These pupils are taught alongside pupils in Year 1 and join the rest of their class for shared reading, mathematics and science. This programme provides a good basis for teaching, offering work that is challenging so that by the end of the Reception year pupils have made good progress and a significant number

are working with confidence at National Curriculum Level 1.

43. The curriculum is very carefully tailored to meet the needs of pupils with special educational needs and the provision is very good. There is very effective liaison between all those with a responsibility for supporting these pupils and there are examples of excellent partnerships between home and school. Pupils are very well supported by teachers, education care officers and visiting specialists so that they make very good progress against their own targets and are able to take a full part in class lessons.
44. The arrangements for preparing pupils for each new stage of their education are good. For instance, the playgroup leader is also an education care officer in Class 1 who works in close liaison with the teacher. This promotes a very smooth transition when pupils move from the playgroup into school. In Year 6 the school very consciously sets out to promote pupils' skills in organising themselves and their work in readiness for transfer to the high school. There is a sound induction programme of visits arranged with the high school to promote a smooth transition both socially and in giving pupils an insight into the different ways they will study.
45. The school offers a good range of extra-curricular activities. These enhance learning in the classroom and help pupils in this small school to enjoy working and playing with many more children than the school can provide on its own. Particularly good examples of this are found in the programme for Top Sports and in the many opportunities for pupils to make and share music with children from other small schools and with local choirs.
46. The school uses a wide range of assessment tests at intervals throughout the pupils' time in the school and teachers know their pupils well. The assessment policy is consistently implemented. However, more effective use of this information could be made to group pupils for learning according to their ability rather than by age. For instance, some younger pupils with similar learning needs could join older pupils in the same class and have better opportunities to work at a more challenging level. Marking is positive and done conscientiously but it does not give pupils a sufficiently clear idea of what they did well or not so well and how to improve further. Arrangements for statutory tests and teacher assessment at the end of each key stage meet all requirements and pupils are well prepared for working in a test situation. Teacher-assessments are secure and there is a close correlation between their judgements and the results of the National Curriculum tests.
46. **Pupils' spiritual, moral, social and cultural development**
47. The provision for promoting pupils' spiritual and moral development is good whilst that for promoting their social and cultural development is very good. Overall the provision is very good and is a strength in the school. It is demonstrated in the values, beliefs and feelings that are discussed and exemplified by staff in collective worship and was evident in many of the lessons observed during the inspection. The way the school provides for these aspects of pupils' development has a high profile in its policies and planning. For example, planning for religious education demonstrates a strong emphasis on the moral and social values that the school wants pupils to develop.
48. Spiritual development is very effectively promoted. In lessons and acts of collective worship pupils have worthwhile opportunities to reflect on the spiritual messages behind the stories and issues being considered. For instance, through the story of '*The Lost Sheep*' the youngest pupils thought carefully about the things that are precious to them and began to understand that Jesus told the story to show people that they were precious to God. Similarly, from their work on the theme of friendship they reflect on ways that they could welcome someone to their class or school and they are beginning to understand the importance of belonging. English and history lessons give pupils opportunities to exercise their imagination and to project themselves into the feelings

and experiences of others. Their work on writing a newspaper based on the nativity in Class 3 and on the Victorian school room in Class 2 are good examples of this provision.

49. The school teaches well the principles which separate right from wrong. They are effectively taught through the way staff deal with incidents in the classroom or playground where important moral values are made clear to pupils. It is also planned into the teaching programme. For example, in religious education and in personal, social and health education, pupils in Years 5 and 6 have been involved in drawing up charters where they consider the need for school rules and how they know what is right and wrong. Very good evidence of this was observed in a Class 3 lesson when pupils considered the rules of several major world faiths and were able to draw parallels with their own values and experiences.
50. The provision for social development is very good and is reflected in how well pupils work together and co-operate with adults as partners in their learning. The relationships in the school are very good. There is a high degree of mutual respect and courtesy between pupils and adults. All those who work in the school provide a good example of the standards they expect pupils to demonstrate. From the earliest days in school pupils are taught how to find, use and return resources and to work independently of adults for suitable periods given their age and ability. There are many opportunities for pupils to learn how to work in pairs or in groups. The younger pupils in Class 1 demonstrated this very well during their science lesson on the forces of pulling and pushing. The pupils found the activities very exciting but despite their eagerness to play with a range of new and unusual toys they waited their turn patiently. They listened and watched with great interest and their comments helped others to explore and express their ideas. Their skills as effective listeners and speakers are key factors in their ability to co-operate. Older pupils are reliable monitors taking responsibility for many duties, such as preparing the hall for assembly and putting out and returning the play equipment at breaks and lunchtime. Through their extra-curricular activities such as Top Sports and as a school choir, many of which are shared with other schools within the cluster, pupils have opportunities to learn and play with many more children than the school can provide on its own.
51. Provision for cultural development is very good overall and the provision for pupils to learn about their own heritage and culture is particularly strong. Music makes an excellent contribution to pupils' cultural development. The choir which is open to every child in Key Stage 2 and some Year 2 pupils perform with The Chapel Ladies' Choir, takes part in the Youth For Music at Buxton Opera House and give recitals at St James' Church as well as school productions. They have a wide repertoire of traditional English songs as well as drawing on song from other traditions. Pupils learn very effectively about the work of artists and writers. The plans for the topic studied in the summer term by the pupils in Years 5 and 6 demonstrate the care that goes into planning the provision for promoting cultural development. Pupils were able to consider different cultures as portrayed through traditional stories covered in literacy lessons. They learn to consider how different of cultures develop and how some of their similarities and differences could be accounted for by geographical factors.

51. **Support, guidance and pupils' welfare**

52. The school has a sound Child Protection Policy. A named member of staff carries responsibility for this ensuring that it is implemented. The prospectus sets out the school's responsibilities in a clear manner and there are appropriate procedures in place which are understood by all staff.
53. There are effective arrangements made for the induction of pupils into the school. There are close working links with the independent pre school group based at the school which the majority of the school's pupils attend before joining Class 1. Satisfactory arrangements are made to inform parents and pupils about transfer to secondary school. These are well supported by practical arrangements such as visits to the school together with opportunities to participate in activities

such as workshops and mathematics and design and technology challenges. The teachers in Class 3 work hard to prepare pupils in Year 6 for transfer by helping them to organise themselves and their work and to promote their confidence.

54. Governors are fully involved in promoting sound practice related to health and safety. A clear policy has been adopted and issues are regularly discussed. Risk assessments have been undertaken and routine matters such as fire drills receive appropriate attention. First aid arrangements are in place and parents have been made aware of the school's provision. However, a number of issues were identified by the inspectors that gave rise to concerns about safety. These have been drawn to the attention of the appropriate authority.
55. The school has appropriate arrangements for monitoring pupils' academic progress. The data obtained together with the teachers' good knowledge of the pupils is used effectively to help them move steadily onto more complex skills and understanding. Pupils are given sound guidance on how to improve their work. The school's policy for behaviour is consistently followed by staff and provides good guidance and a firm structure for pupils to follow. No evidence of bullying was seen during the inspection. The school has appropriate arrangements for dealing with any cases that may arise. The school has effective systems in place to promote good attendance and parents understand these. As a result levels of attendance are high.
56. Parents express considerable support for and appreciation of this aspect of the school's provision.
56. **Partnership with parents and the community**
57. Parents who are considering sending their children to the school are given clear and useful information about how the school provides for its pupils. This, together with the very close links established between the school and with the pre school group ensure a good introduction for pupils to school life. The prospectus and annual report meet requirements. Parents support the school actively both by working in classes and by supporting school trips. The contribution made by parents is having a beneficial effect on progress.
58. Parents are kept fully informed about necessary administrative matters, school activities and particularly about what their children will be learning in each coming term. Parents say that consultations are well managed and that they have good notice of special events such as concerts. Their views are well supported by the findings of the inspection team.
59. The school provides reports on the attainment of all pupils, including those with special educational needs, that meet all the statutory requirements. This information is enhanced not only by parents' consultation evenings but also by opportunities to discuss issues informally through ready access to teachers. Parents are appreciative of these opportunities. Arrangements for the provision of homework are in place. Most pupils respond well to this and are well supported by the active involvement of many parents. The staff very much appreciate the support that the school receives from The Friends of Buxworth School. Pupils have benefited from the improved facilities for playground activities and equipment such as a computer, books and sports equipment thanks to the association's efforts.
60. The school promotes a range of good quality links with the local and the wider community to support curriculum topics and to give pupils positive experiences of the wider world. For instance, learning in the classroom is effectively enhanced by visits to places of historical and geographical interest and fieldwork in and around the village gives pupils a good knowledge of their community. Similarly, there are good links with local sporting organisations who provide very good quality coaching for football and cricket beyond what the school could supply on its own. Pupils are able to join with other schools in the area to share in musical and sporting activities.

61. The school makes clear its aim to be at the centre of the community and to establish close links with parents and other community groups. Parents rightly regard this as a strength of the school. The school participates in wider community activities such as the village Olympics and pupils meet with several local choirs to give shared performances. The school has maintained the good practice identified in the last report.

61. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

61. **Leadership and management**

62. The previous inspection reported that the school was well managed and was characterised by strong, purposeful leadership and a clear vision of the school's future. This remains true. The school is well led and managed. The headteacher, who has been in post since April 1999, has a very clear and pragmatic view of the development needs of the school. She already works closely and effectively with the governors and school staff. The governors, well led by the chairperson, know the school very well and understand its needs. Teachers contribute effectively to the overall leadership and management of the school through their individual subject responsibilities and also through the way they work as a team. All those who work in the school are effective members of the school team. These factors result in good leadership and management at all levels with a clear focus upon pupils' attainment through the provision of high quality education. The school has addressed all of the issues identified by the previous inspection although some have yet to be completed.
63. There is a very good ethos in the school. It very clearly reflects the commitment of the staff and the governing body in promoting the aims of the school. Professional and personal relationships in the school are very good and pupils demonstrate very good attitudes in lessons. All members of staff are clearly focussed upon the learning needs of pupils and raising their attainment. Many of the teachers and support staff devote a great deal of personal time to activities beyond the classroom to give pupils a wide variety of additional activities. The school has a set of clear aims. They are published in the school prospectus and demonstrate a commitment to fostering high standards of academic achievement as well as enabling pupils to take an active part in the life of the village and the wider community. The way the school pursues its aims are made very clear in the school's policies and curriculum plans as well as in the everyday work of the school. These elements combine to create a very good climate where teachers, support staff and pupils work very effectively together as partners in learning. This ethos is a key factor in the school's capacity to improve itself even further.
64. There are appropriate targets in the school's development plan for improving the quality of teaching and the curriculum. The governors who have a special interest in literacy, numeracy and special educational needs are well informed about provision in the classroom. Co-ordinators have a sound knowledge of standards, curriculum provision and resources in their subjects through the high level of team work and through frequent, informal visits to other classrooms. As a result the headteacher, in consultation with staff and governors, has been well able to identify accurately the school's priorities for development. However, there is no policy or structure in place for regular, systematic review by the school of key aspects of its work including the quality of teaching and learning in the classrooms. This issue was raised by the previous inspection. At present the headteacher's teaching commitment makes it difficult to implement this. The governors are aware of the issue and of the need to enable regular monitoring to take place. However, action is required to ensure that strengths in teaching are shared and to ensure that all pupils are given work that consistently meets their needs.
65. The recently appointed headteacher has worked with staff and governors to produce a plan for the school's development for the current academic year. There are appropriate targets for

development that demonstrate that the school is accurately aware of its major strengths and weaknesses. There is an associated development budget that explains how funds are allocated in a general way to support development initiatives. However, the current format of the school development plan does not show how funding is directly linked to individual targets. The school's progress towards meeting the targets in its development plan is the subject of regular reports to the governing body and discussion at their meetings. At present there is insufficient detail of how the school has planned to track its progress towards meeting its objectives. The school is aware that there is a need for the plan to set out a longer term, strategic view of developments needed and this is in hand. The governing body fulfils its statutory responsibilities.

66. The day-to-day administration of the school is good. The headteacher and the school secretary work very well together to make the best use of the headteacher's very limited time away from teaching. The very small office is well organised so that information is always easy to find and very good use is made of information technology to assist administration.
66. **Staffing, accommodation and learning resources**
67. The school has sufficient suitably qualified and experienced teachers to meet the demands of the National Curriculum. Three classes are taught by five teachers. Of these, only the headteacher has a full time post and in all classes the teaching commitment is shared. This arrangement works very well indeed providing very high quality specialist teaching. Between them, the teachers provide a wide range of experience and expertise. School staff work many hours of non-contracted time to provide willingly extra-curricular and community activities. All members of the learning support staff work closely with teachers to provide very good quality education for pupils with special educational needs. The headteacher is the special educational needs co-ordinator.
68. Professional development of staff is carefully linked both to national initiatives as well as to the school's development priorities. Training for both literacy and numeracy is clearly having a positive effect upon the quality of teaching in these aspects of English and mathematics. The programme for training is closely linked to the improvement of teachers' skills and the quality of the curriculum in information technology. The appraisal programme was delayed because of the change in headship and is now planned to take place in spring 2000.
69. The school accommodation is a constraint upon the effective teaching of the curriculum. The school contains four separate buildings. One is stone-built and contains the school hall, kitchen and the pre school group. A second building contains outside toilets for pupils and staff. The two remaining buildings are temporary and house the three classes. The temporary buildings are in need of external repair and decoration. Internally they are clean, comfortable, well-furnished and decorated to a good standard. A considerable amount of decoration is carried out voluntarily by staff and parents. Playgrounds are adequate and the school has access to the adjacent parish playing field. However, the access is by steep, unsafe steps.
70. None of the classrooms contains a sink and access to water. Therefore, pupils lack ready access to appropriate facilities for activities such as measuring volume, carrying out scientific investigations and painting. There is no central library to enable the development of individual study and reference skills nor is there a space where computers could be housed to enable the teaching of information technology to more than two pupils at a time. There is no adequate room or space to which groups of pupils can be withdrawn for specific teaching and support. In the hall the space available for physical education is severely restricted by the need to store dining equipment and large apparatus around the sides. This also creates a safety risk to pupils engaged in any kind of boisterous activity.
71. The headteacher shares an office with the school secretary. This is housed in an area designed as

storage space for one of the classrooms. This is very cramped and does not offer adequate accommodation suitable for the wide ranging administration and management activities that have to take place there. Additionally, there is no staff room. The small space outside one classroom and the classroom itself are used for breaks and meetings. This is unsatisfactory. The governing body is very aware of the deficiencies in the accommodation and is working hard to obtain the significant improvements needed. The inconvenience and large number of minor faults reported in the last inspection still remain.

72. The levels of learning resources in all subjects except information technology are satisfactory for the delivery of the National Curriculum. They are well stored, labelled and accessible to both staff and pupils despite the difficulties of the site. Local resources including museums and galleries are well used to enrich the curriculum. In information technology the school is increasing the number of computers in the school and others are being updated. However, some of the software is becoming obsolete and in need of replacement.

72. **The efficiency of the school**

73. The school manages its finances well. The headteacher and governing body are very aware of the needs of the school and they make good, carefully considered decisions about the expenditure of available finance. Expenditure on support staff is high. It is focussed upon provision for special educational needs and is very effective in meeting its purpose. The school ensures that all the initiatives in its plan for school improvement have the necessary funds to secure appropriate training and resources. The governors are aware of how their spending decisions affect the quality of staffing and resources. However, they cannot accurately judge the impact they have on the quality of teaching and learning because there is no systematic approach to direct observation and analysis of what is happening in the classrooms.
74. The teaching is shared by five teachers including the headteacher, who is the only full time member of staff. The school makes maximum use of the strengths of its teachers to provide specialist teaching in science and music and to provide a wider range of extra-curricular activities than is usual in a school of this size. Similarly it ensures that, when the need arises, pupils are taught by familiar and effective supply teachers drawn from its own staffing complement.
75. The school staff is very effectively deployed. The four part-time teachers make a very significant contribution to the quality of education provided through teaching frequently across the school, bringing individual expertise into the different classrooms and giving freely of their own time. All of the teaching support staff are deployed well in classrooms and provide very good quality learning support to pupils. The adequate learning resources are well stored given the lack of space and well used to support learning. Despite the staff's best efforts to make maximum use of the available accommodation to teach the National Curriculum, the many shortcomings create difficulties for teachers in organising their classrooms and preparing for lessons.
76. The systems for day-to-day financial controls and administration are good. The headteacher, the chair of governing body and finance committee members all receive regular financial statements. Governors are well informed about the financial situation of the school throughout the year. The governing body takes all major decisions involving finance. The recommendations of the latest audit report have been acted upon.
77. In summary, the attainment of pupils on entry to the school is below average. Pupils make good progress so that by the end of Key Stage 2 attainment meets national expectations overall and is above this in English, mathematics and science. The quality of teaching and the curriculum are good. Pupils' behaviour and attitudes to learning are very good. The provision for special educational needs is very good. Given the nature of the school and its accommodation the cost per pupil is above the average. Nevertheless, taking account of all the above factors, the school

gives good value for money. This reflects the judgement made by the last inspection of the school.

77. PART B: CURRICULUM AREAS AND SUBJECTS

77. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

78. Most pupils are admitted at the beginning of the term in which they have their fifth birthday and are taught alongside Year 1 pupils. At the time of the inspection there were seven pupils under five years of age in Class 1. Soon after pupils start school, teachers assess their attainment using the local education authority's baseline test. The outcomes are used to decide the starting point for each pupil's learning. The results indicate that whilst attainment on entry covers the full spectrum of ability, fewer pupils than is typical have reached the standards expected for their age. Nevertheless by the end of their Reception year most pupils are working confidently at National Curriculum Level 1 and attainment is not significantly different from that seen nationally. Pupils make good progress in all six areas of learning and particularly in language development, personal and social development and in knowledge and understanding of the world.
79. The quality of teaching seen was at least satisfactory and in the majority of lessons it was good. There are many consistent strengths, including good planning and preparation. All adults value what pupils have to say, promoting their confidence and motivation to learn. Teachers have a good understanding of how pupils learn through play and this is structured well. A good example was seen in the lesson on pushing and pulling where pupils explored these forces very effectively through playing with trains, cars and wheels and cogs. Where teaching was good it was distinguished by very effective assessment and feedback to pupils. An example of this was seen when the teacher praised pupils for their constructive and perceptive responses in shared reading.

Language and literacy

80. Pupils make good progress in their linguistic and literacy skills as a result of effective teaching. They talk with enthusiasm about books they have read like *The Enormous Turnip* and *We're Going on a Bear Hunt*. They are eager to join in shared discussion based on 'Big Books' such as *This Is The Bear*. They listen attentively, taking turns to speak and are confident in answering question and expressing their opinions and ideas. A good example was seen in the class discussion on pushing and pulling. They know some initial sounds and can write individual letters, both capitals and small case letters. All can recognise their own names and most write them correctly without help. They can compose and write simple sentences to share their news and ideas with adult help. They have a good repertoire of nursery rhymes and traditional stories.

Mathematics

81. Pupils make a good start in mathematics through well planned and challenging activities. They know a good range of counting songs and rhymes. They are building a sound mathematical vocabulary for making comparisons between larger and smaller numbers and in size and shape. Most recognise, write and count numbers to 10. The more experienced and abler pupils can continue up to 20 and have a sound understanding of the concept of 10.

Knowledge of the world

82. Pupils make great strides in their knowledge and understanding of the world. Their progress is a direct result of a high quality range of practical activities and a varied programme of learning beyond the classroom. They are developing a good understanding of the forces of pushing and pulling and about how wheels and cogs work. They are learning about the world very effectively, for example, through the story of *Where in the World is Jeremy Bear?* They know that they have a personal address and when their homes are located on a map of the village they can talk about who lives nearest or furthest away. Having completed a walk around the school and grounds they can talk about their route. From comparing a teddy bear and a pet they have

learned to distinguish between living things and things that have never been alive.

Creative development

83. All pupils have regular opportunities to paint, draw and model using a wide range of media and they make good progress. In art lessons they have learned to print with wheels and circles, to use clay to make tiles with imprinted decorations using wheels. They listen appreciatively to songs and music and have a good repertoire of songs appropriate for their age. They are able to vary tempo and volume to sing more expressively.

Physical development

84. Pupils learn to control the speed of their movements, for example, as part of mime on the tortoise and the hare. There are many opportunities for them to develop skills in selecting, cutting, shaping and gluing materials. Good examples include making a model vehicle and a Jack in the Box. They are learning early techniques in handling sewing materials, for instance, when making pom-poms. They are able to use the mouse to move images around the computer screen.

Social development

85. Teachers promote pupils' personal and social development very effectively. Pupils settle quickly in class and make rapid progress in learning classroom routines and rules. They are confident in moving around the classroom and can find and use equipment for themselves without fuss. They are able to work and play well alongside others, sharing toys and materials and co-operate to clear up after themselves. Their good behaviour and positive attitudes are key factors in their successful progress.

85. ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION

85. English

86. Overall, attainment in English is high and pupils make good progress as they move through the school. Attainment in English is in line with standards found nationally by the end of Key Stage 1 and above this by the end of Key Stage 2. Although statutory test results do not always provide a reliable indication of standards in a small school where the number of pupils in each year varies from six to fourteen pupils, attainment is generally in line with the general trend shown by results of these tests over the last three years. Most pupils in the current Year 2 are on course to attain the expected level of attainment by the end of Key Stage 1. Pupils continue to make good progress as they move through the school and by the end of Year 6 attainment in English is above what is usually seen. This is reflected in the results of the statutory tests between 1996 and 1999 which have been consistently above average.

86. Speaking and listening

87. Standards in speaking and listening are high. Pupils make good progress in developing their skills in speaking and listening as a result of effective teaching. From the Reception year onwards pupils speak with confidence about their news, opinions and ideas. By the end of Year 2 they are well able to read aloud or talk about their work to the class or within groups. Pupils listen attentively and can accurately report what they have heard. They show that they are interested in what others have to say and are able to make suggestions that build positively on what the speaker has said. A good example of this was seen in Class 2 where pupils, working in groups to improvise a scene from a Victorian school room, incorporated ideas from several individual pupils very successfully. More advanced listening skills are taught to the older pupils.

For instance, in Class 3, in a lesson on producing editorial reports the teacher read the text twice, once for pupils to get an overall idea of the piece and then again to help pupils to focus their listening by giving them key points to listen for and make notes about.

87. *Reading*

88. In both key stages pupils make good progress. By the end of Key Stage 1 standards broadly match those seen nationally and by the age of eleven many are attaining above this level. By the end of Key Stage 1 most pupils are tackling National Curriculum Level 2 texts with confidence. Most have good strategies for reading unfamiliar or difficult words. They can retell stories accurately and talk enthusiastically about books they have enjoyed. The most able use punctuation very successfully to read with expression and to show that they have understood more than has been made explicit in the text. Pupils build well on this secure start in Key Stage 2 acquiring secure reference skills in a systematic way. They know how to use a thesaurus and a dictionary and have a good understanding of the Dewey system for cataloguing books although they have few opportunities to apply these independently because of the limited space in the classroom. Some know by heart the numbers of several of the categories that they are most likely to draw on such as history, geography, plays and poetry. With help, they are able to study some very advanced texts. For example, they have studied Shakespeare's *Merchant of Venice* and drawn on the text to help them create character studies of high quality.

88. *Writing*

89. Standards match those seen nationally at the end of Key Stage 1 and are high at the end of Key Stage 2. Evidence from pupils' work shows that pupils produce a substantial amount of independent written work across the curriculum. Most pupils in Year 2 can write short stories and news complete with capitals and full stops. In Key Stage 2 pupils have a wide range of opportunities for writing, including poems, limericks and stories. The older pupils can write letters and reports that present clear argument to persuade readers to reconsider their own point of view. Their written personal views on school uniforms provide a good example of this. Good quality stories like *The Wishing Pebble* show imaginative writing and sophisticated use of vocabulary and punctuation. Pupils are taught effectively how to write factual reports and good examples are found in history, geography and science, though too rarely in religious education. In science, younger pupils are given headings to structure their writing but by Years 5 and 6 pupils are expected to organise their writing without prompting. Their progress is demonstrated well when Class 2 work on the effects of sugar on teeth is compared with Year 6 reports of an investigation on shadows.

90. The quality of teaching seen was always good, and on one occasion, very good. Teachers and pupils work in an effective partnership enjoying lessons together and working with a sense of purpose. All teachers have clear targets for what pupils will learn in each lesson and provide tasks that are interesting and well organised. The lessons are effectively tailored to meet the needs of pupils with special educational needs and all members of staff are very skilful in supporting them in the classroom. Teachers give lively introductions to lessons and give pupils a clear outline of what they have to do. For instance, the written task in a Class 2 poetry lesson was based on a good model for pupils to follow. In the Class 3 lesson where teaching was judged very good, the teacher made clear to pupils demanding criteria for the structure, quality, length and style of writing they were expected to produce in a given time. This lesson combined a sense of fun and good humour with challenging work. The quality of assessment and feedback was very good and pupils were able to take pride in what they had done well, and knew how to improve it further. For example, where pupils had produced work more in the form of a story than a journalistic report, they were well placed to edit their work and correct this by the end of the lesson.

91. The National Literacy Strategy has been successfully implemented. Both termly and weekly plans are conscientiously completed and provide a secure basis for teaching. Lessons incorporate all the required elements and teachers use plenary sessions well to reinforce learning and to assess pupils. However, marking in their books although regular and positive, is not always as constructive as the feedback given in lessons.
92. The school has maintained the standards and good quality of provision reported in the last inspection.

92. **Mathematics**

93. Given the very small numbers of pupils in each year group, it is important to treat statutory test results with great caution, particularly when comparing attainment with that achieved nationally and when comparing attainment from year to year. However, attainment in mathematics over the last three years has been broadly in line with the standards found nationally by the end of Key Stage 1. In the National Curriculum tests in Key Stage 1 for 1999 attainment was below average when compared with all schools and well below average by comparison with similar schools. However, this is not typical of attainment within the key stage as a whole. By the end of Key Stage 2 standards over recent years have been above those expected nationally for pupils of eleven years of age. More pupils achieve the National Curriculum Level 4 than is usually seen and the percentage of pupils attaining the higher Level 5 is above that found nationally. The results of the Key Stage 2 National Curriculum for 1999 tests show that standards are well above that seen nationally and when compared with similar schools. However, the results were unusually high. The inspectors also made judgements about the attainment of pupils now at the school, based on lesson observations, scrutinising pupils' work, talking to pupils about their work and looking at teachers' planning and records. Their findings are that by the end of Key Stage 1 attainment is in line with national expectations and is above what is usually seen by the end of Key Stage 2.
94. From a starting level below that expected for their age all pupils make good progress to achieve these standards as a result of effective teaching. This good progress could be accelerated even further for some of the younger but more able pupils in each class if they were grouped for learning according to their learning need rather than by their age. This would enable them to work on tasks that provide even greater challenge.
95. By the end of Key Stage 1 most pupils can count to 100 and can mentally add and subtract numbers to 10 and beyond. Pupils are able to count on for numbers between 1 and 100. They are beginning to use standard and non-standard measures of length and can, for example, carry out simple measurements in centimetres. Pupils have a sound understanding of different two-dimensional shapes, their names and properties.
96. By the end of Key Stage 2 pupils can add, subtract, multiply and divide with accuracy. Their understanding of number relationships is good and they are able to apply this knowledge to carry out investigations. For instance, the high attaining pupils in Year 6 are able to arrive at a formula for the borders of different combinations of triangles. They understand and can use fractions, such as half, quarter and one third. They can name and describe the properties of a wide range of two and three-dimensional shapes. Pupils can collect, interpret and explain mathematical data. For example, they had recently used computer software to investigate home energy efficiency. They were able to communicate their findings through spreadsheets, line and bar charts. They had evaluated the usefulness of the data and produced word-processed explanations of their findings using the appropriate vocabulary.
97. The quality of teaching is good overall. Teachers have good subject knowledge that enables them to provide clear explanations and lead confident exploration of mathematical concepts. Lessons are thoroughly planned and teachers have clear targets for what pupils will learn in the lessons.

Behaviour is always well managed: quietness is required before any discussion and as a result behaviour is consistently good and makes a significant contribution to pupils' progress and attainment. Provision for pupils with special educational needs is very good. The education care officers work closely with teachers in identifying individual needs and providing very appropriate support, tasks and resources. Where teaching is satisfactory, teachers do not match their expectations and the tasks they provide for all groups of pupils with the precision seen in the lessons where the teaching was good.

98. At both key stages pupils' response in mathematics lessons is good. Most pupils are well motivated by the mental mathematics sessions and join in enthusiastically. They work willingly at the tasks set, maintaining concentration and good behaviour throughout. When tasks require co-operation between pupils, it takes place to a good standard. The higher attaining pupils produce written work of a high standard.
 99. The school is currently implementing the National Numeracy Framework. The school places an appropriate emphasis upon numeracy and gives adequate time and attention to mental mathematics at the beginning of daily mathematics lessons. These sessions challenge the pupils' knowledge and skills in the manipulation of number through quick-fire questions. However, too little time is spent exploring the mental methods pupils use to answer the questions.
 100. Curriculum planning for the medium term is soundly based in the National Numeracy Framework and the National Curriculum programmes of study. It is broad, balanced and provides pupils with frequent opportunities to investigate and apply mathematical ideas to solve problems. Procedures are in place to assess pupils' attainment and progress both during lessons and at the end of longer periods of time. Key assessment information is recorded informally on lesson plans but is not always used sufficiently well to match work to the needs of all pupils.
 101. The subject is generally well led and managed. Much informal discussion takes place between the group of teachers, and teachers frequently visit and teach in other classes. The co-ordinator is well informed about standards in mathematics across the school. There is a lack of formal monitoring and evaluation of teaching, planning and pupils' work. Therefore, relative weaknesses such as insufficient exploring of how pupils reach their answers in mental mathematics have not been identified or addressed. The school recognises this weakness and has plans to address it.
101. **Science**
102. The evidence gathered from scrutiny of pupils' work, from talking to pupils and teachers, from lesson observations and from teachers' planning indicates that in science pupils make very good progress as they move through the school. The inspectors' judgements reflect the results of the teacher's formal assessments and statutory tests. Teachers' formal assessments at the end of Key Stage 1 over recent years indicate that attainment matches the expected National Curriculum Level 2 when compared nationally but that far fewer pupils achieved the higher Level 3. In the Key Stage 2 National Curriculum tests, results over the last three years including those for 1999, show that attainment is well above that of schools nationally and in comparison with similar schools. At the end of Key Stage 1 almost all pupils are very securely attaining the national standard. By the end of Key Stage 2 almost all pupils are attaining standards at least typical for their age and many more pupils than usual are attaining well above the expected National Curriculum to reach Level 5.
 103. Progress is very good. The majority of pupils enter Key Stage 1 with skills below those expected for pupils of their age. They make very good progress and by the end of Key Stage 1 almost all pupils are attaining the national standard. The very good progress continues through Key Stage 2 so that most pupils in Year 6 most pupils are already securely attaining the national standard and

a small group of them are attaining well above it at an early point in the academic year. Pupils with special educational needs receive very good support for their learning and make very good progress. The very good progress pupils make is directly related to enthusiastic, specialist teaching with particular attention given to enabling the most able pupils in Year 6 to achieve high standards.

104. In Key Stage 1 pupils undertake a wide range of investigative tasks and skills in planning, carrying out and recording experiments are very well taught. By the end of the key stage they understand, for example, that pushing and pulling are forces which can make objects start or stop. They know from experimenting that sugar decays teeth and that some solids behave like liquids. Pupils can make predictions and interpret and record their findings appropriately. Similarly in Key Stage 2 pupils undertake a wide range of investigative tasks across all areas of the science curriculum. They are very familiar with fair testing and making predictions. Pupils can record their actions, resources and conclusions in a variety of ways through diagrams, writing, tables and graphs. These skills have been applied to very good effect. Pupils have carried out investigations into seed germination, evaporation and the life cycle of plants. They understand the food chain, can identify chains and use the appropriate vocabulary. They can recognise the differences between solids, liquids and gases and know from experiment that heating and cooling can cause them to change state.
105. The quality of teaching is good overall and is very good in Key Stage 2. Teachers' knowledge of the subject is good and where there is specialist teaching in Key stage 2 it is very good. As a consequence they are confident and able to explain scientific principles well to pupils. In addition the teachers' good subject knowledge makes it possible to provide extended learning opportunities for higher attaining pupils. Behaviour is well managed and when minor behaviour issues arise they are handled well. Pupils are encouraged to take part in discussion. The available time is generally well used and lessons are conducted at a brisk pace. Teachers' use of questioning is of high quality and prompts careful thinking and effective problem solving by pupils. Support for pupils with special educational needs is of very good quality. Education support officers provide very good guidance and learning support for those who need it. Generally, teachers' expectations are usually high. Most often there is a good match between the work set and the pupils' learning needs. Occasionally, tasks are set for the whole class and the particular needs of the oldest and more able pupils are not fully met in lessons. However, in her own time the science co-ordinator organises and teaches a Year 6 science extension group for the highest attaining pupils. This additional provision very effectively extends learning for these pupils.
106. Pupils' response is good. They are attentive, motivated by the teaching and the practical problem-solving approach to learning that the teacher provides. They display very positive attitudes and are able to learn to co-operate and work independently when asked to do so.
107. The curriculum is broad, balanced and of good quality. Pupils have a wide range of opportunities to investigate scientifically and to relate their learning to the community and the wider world. There is a sound policy document. Planning ensures that pupils move from level of investigational skills to the next in a systematic way. Procedures are in place to assess the attainment and progress of pupils within lessons and over longer periods of time. On occasion the information is not sufficiently well used to provide a close enough match between the work provided for the oldest pupils in class lessons and the needs of these pupils.
108. Science is well led and managed by the teacher who teaches most of it throughout the school and therefore is very well aware of the quality of teaching and of standards of attainment.
108. **Information technology**
109. During the period of the inspection no teaching of information technology was observed.

Judgements are therefore based upon discussions with staff and pupils, observation of pupils working and scrutiny of the outcomes of their work and of curriculum plans. When all the evidence is taken into account, attainment in information technology is judged to be below average throughout the school. There are too few examples of pupils using information technology to help them learn in other subjects. For example, although pupils can use the computer as a word processor they have few opportunities to use their skills to draft and redraft pieces of writing. Although pupils make satisfactory progress in using information technology to communicate ideas, progress is unsatisfactory in its use to sort and classify information, to control devices and events and to model real and imaginary situations. Little use of information technology was observed during the inspection but pupils clearly enjoy using computers when given the opportunity and are motivated to learn.

110. In Year 1 pupils can use the keyboard and mouse to select and move items across the screen. They are able, for example, to dress teddy using colour and use appropriate software to consolidate their learning in literacy and numeracy. In Year 6 pupils have sound word-processing skills. They can, for example, create a cover page in text, centering the text, choosing font size and type, using colour and printing the result. They can also use commercially produced software to collect, interpret and print a range of graphs and spreadsheets. Their progress is unsatisfactory in using computers to sort and classify information, control devices and events and model real and imaginary situations.
111. The curriculum plans do not fully meet statutory requirements and there are aspects of information technology such as controlling and modelling events to which pupils do not have access. Pupils do not experience the full range of activities required by the National Curriculum in a planned and progressive way. There is a policy document for information technology in which the school acknowledges it has insufficient resources to deliver a full entitlement to all pupils. The school states its full commitment to improving all aspects of provision, as finance becomes available.
112. The recently appointed headteacher is the co-ordinator for information technology and has already put in place a clear programme to address the deficiency. Through a consultant, needs have been identified and are being actively addressed. The development of information technology is a key issue in the school's development plan. The first additional computer has been purchased and there are plans to add more. Similarly the range of appropriate software is being improved with the financial help of parents. Not all teachers are confident in teaching all aspects of information technology and the co-ordinator has arranged a programme of training to raise their levels of expertise.
113. Each class has one computer, a total of three in the school. As part of the local education authority's development, access to the Internet is not expected for between one and two years. Software to teach the full range of information technology is available but as computers are added and updated some of the software is becoming obsolete and in need of replacement. There is no space in the school where a number of computers can be set out and group or class teaching can take place. Teaching the subject adequately is very difficult in the present circumstances.
113. **Religious education**
114. No lessons were seen in Key Stage 1 and only one was observed in Key Stage 2. This does not provide sufficient evidence to reach secure judgements about the quality of teaching or about the pupils' attitudes and behaviour. However, in the one lesson that was observed where pupils considered the rules of some of the world's major faiths the quality of teaching was good. Pupils responded well to questions and were keen to respond to the teacher's effective management of a class discussion.

115. Additional evidence from teachers' planning records, scrutiny of pupils' earlier work and from talking to pupils indicates that standards are generally in line with those described in the local authority's Agreed Syllabus, *All Our Worlds*.
116. Pupils throughout the school have an awareness of both Christianity and other major world faiths typical for pupils of this age. By the end of Key Stage 1 they know a good number of Bible stories from the Old and the New Testament. From these and other stories from the agreed syllabus pupils in Key Stage 1 have opportunities to reflect on their own feelings and to learn how believers interpret the messages and values behind those stories. For instance, they understand that Christians say thank you to God. From work about *Haffertee Finds a Friend* they reflect on ways that they could welcome someone to their class or school and begin to understand the importance of belonging. They know that for many people it is important for them to belong to a religious community. By the time they reach Year 6 pupils have learned a good deal about what belonging to such a community means through their detailed study of Judaism, Islam and Christianity. They understand that believers try to live by the rules of their faith and that these shape the way they behave. They are able to explain some religious symbolism expressed in art, church furniture and buildings of worship.
117. Pupils have a good body of knowledge about major world faiths and are developing clear understanding of the use of religious symbolism. Older pupils are able to draw parallels between what they have learned and their own experiences. However, although their oral knowledge is secure there is little recorded in their written work.

117. **OTHER SUBJECTS OF THE CURRICULUM**

118. No lessons were observed in geography and therefore, no judgements can be made about the quality of teaching and learning. In art, design and technology, physical education, history and music too few lessons were seen to reach reliable judgements about the quality of teaching and pupils' response to it for each separate subject. However, when the quality of teaching for these individual lessons is considered collectively the quality of teaching is good overall. Teaching in the lessons seen ranged from satisfactory to very good in Key Stage 1 and was found satisfactory overall. At Key Stage 2 the quality of teaching varied from satisfactory to outstanding and was judged good overall. No unsatisfactory teaching was seen.
119. Lessons were well prepared and teachers had a clear idea of what they want pupils to learn. Lessons are distinguished by a clear sense of purpose. Pupils respond well to this and work hard. In the Key Stage 2 music lesson where teaching was judged outstanding the specialist teacher's enthusiasm and expertise inspired pupils and enabled them to reach levels of attainment well above what is expected for their age. The management of pupils' behaviour is consistently good and teachers and pupils work co-operatively together. Where the teaching was good or better teachers provide interesting and exciting activities. A good example was seen where pupils in Class 2 recreated scenes from a Victorian schoolroom. In this and in many lessons activities are class based and offer open-ended tasks where pupils can learn effectively at their own level because of the high quality of teachers' questioning and support for groups and individual pupils. Where teaching was satisfactory the tasks offered to different groups of pupils did not always match their needs as precisely as in the lessons where teaching was good or better. For instance, the small group completing book covers in the art lesson in Key Stage 2 were not sufficiently challenged.
120. The quality of curriculum plans for geography, history and music is good and there is sufficient time allocated to each subject to cover the key content and skills required by the National Curriculum programmes of study. For instance, in geography and history pupils are highly motivated to learn through a varied and interesting programme of activities that include fieldwork and first hand research and investigation. These activities are well balanced by appropriate use of direct teaching. Teachers plan effectively to develop specific subject skills like mapping, and

drawing information from artefacts, reference materials and contemporary documents. This planning provides a secure basis for teaching. The curriculum plans for art and design and technology are sound and cover all aspects of the programme of study. However, they do not clearly show how plans for each key stage, each year and each half-term are linked into a coherent whole and provide a basis that allows pupils to make steady progress as they move through the school. Planning for physical education is sound and all elements of the subject are covered.

121. The school accommodation is a constraint upon some aspects of curriculum provision. Space in the hall for boisterous activities and games is limited by the need to store large apparatus and equipment around its sides. This is a potential safety hazard. The adjacent parish playing field is used for outdoor games. Some safety issues identified by the inspectors relating to access to this area have been brought to the attention of the governing body.
122. Resource provision for all subjects is at least satisfactory. In physical education some of the large apparatus and equipment is in need of replacement. The school makes very good use of the local education authority's library and museum service to provide a rich variety of experiences in geography and history.
123. Pupils make particularly good progress in geography, history and music as a result of a high quality teaching and a curriculum that is planned to lead them from one level of skills and understanding to the next. The sound progress in art and design and technology is linked to satisfactory provision. More detailed monitoring of curriculum plans for art and design and technology is needed to identify what needs to be done to raise the quality of planning to the high standard seen in the other subjects.
124. The previous inspection report was written to a different structure than that required now. As a result the report made no direct judgements on pupils' progress in these foundation subjects. Therefore, it is not always possible to make reliable comparisons between the findings of this and of the earlier inspection. However, there are indications that the quality of provision has been maintained except in geography where there has been some improvement. The indications of the earlier report that pupils do better in geography, history and music and less well in art and design technology and are confirmed by the findings of this inspection.

Art

125. Progress in art is sound. There is good evidence of observational drawing across the school from Year 1 to Year 6 that demonstrates clear and appropriate progress in the acquisition of skills. Some of the Year 6 drawings and paintings were of a high standard. From Year 1 pupils are learning a good technical vocabulary to describe the feel and textures of the media and materials they use. They are able to move from use of simple primary colours, to adding white and black to create different shades of the same colour and also to mixing primary colours to create a range of secondary colours. Pupils have opportunities to study the work of famous artists and to learn techniques from this that they can apply in their own work.

Design and technology

126. Progress in design and technology is sound and allows pupils to reach standards typical for their age by the end of Key Stages 1 and 2. In Year 1 pupils can, for example, construct Jack in the Box models, designing them, testing and making decisions about appropriate materials. In Year 2 pupils are able to construct a rectangular box, making good quality corners and then covering the box. Younger pupils in Key Stage 2 are developing sound skills in sewing and can design a Victorian sampler and set stitches accurately. By Year 6 there is evidence that pupils are able to design and make model Shakespearean theatres to a good standard. Their work shows that they

are developing greater skills in planning and making their models and in evaluating both their plans and their models to improve them. Pupils enjoy their cookery activities, but the lack of space and facilities limits their opportunities for this. Pupils enjoy annual design and technology workshops at Christmas and Easter. Year 6 pupils take part in an annual *Technology Challenge* along with other local schools.

126. **Geography**

127. Pupils make very good progress to learning both about their own locality and the world from their earliest days in the school. Pupils in Key Stage 1 can carry out a survey of how pupils come to school. They can draw a sensible map of their route and can describe their route to a partner. They can identify buildings and locations in the village and group them by distance from the school. They can use this knowledge to annotate their own sketch-maps. Their knowledge of their own village is very good and is promoted by frequent fieldwork. They understand signposts and road signs and know what animals live near to the school and what sort of habitats they need. They have an intimate knowledge of the canal-side and open land near to the school. They are able to express decided views about its maintenance and the development of the land for commercial use. By Year 2 they have a good understanding that landscapes, weather and buildings vary very much from place to place and they can draw sensible comparisons between locations.

128. Through the travels of a toy panda that is taken by families and governors to many places around the world, all pupils are becoming very familiar with the globe and are developing a very good sense of comparative distance. Mapping skills are developed in a systematic way with pupils progressing to increasingly large scale maps like ordnance survey maps as they move through the school and these skills are particularly well developed at Key Stage 2. Pupils in Year 6 are acquiring more detailed knowledge about the specific areas that they have study. For instance, through their topic on northern Italy they know about its major physical features and agriculture. They have a very good understanding of how the location of Venice and its growth as a major trading centre has shaped its culture and architecture. As they learn about river systems and weather they have opportunities to appreciate the awe and wonder of the world about them such as the highest waterfall in the world and the longest river. Geography has an important impact on the development of pupils' spiritual and cultural education.

128. **History**

129. Pupils make good progress in developing skills in historical research. The youngest pupils are developing a sound sense of chronology through studying how they have changed since they were born. From handling Victorian mechanical toys, they can distinguish between old and new. By Year 2 they can sequence photographs to show how seaside activities and fashions have changed this century. This good start is maintained as pupils steadily acquire an understanding of time lines to sequence historical events and an appropriate vocabulary to that helps to describe what life was like. For instance, pupils in Years 2, 3 and 4 know many technical terms like gaiters and goffering irons to describe Victorian dress. They have a very secure body of knowledge about life in Victorian times gained from class lessons and their visit to Macclesfield Museums. Their skills in drawing information from artefacts and contemporary documents are well developed. They make good deductions about the use of chalk and slates, school log books and pupils' exercise books. They can apply their skills as effective speakers and listeners to re-enact scenes from the Victorian schoolroom and communicate what they know through drama. In Key Stage 2 the pupils' writing about Boudicca's Revolt, is well sequenced and shows a good grasp of cause and effect. Similarly, their ability to share their detailed knowledge about Tudor times and particularly the theatre through written work is of a good standard.

129. **Music**

130. The evidence from curriculum planning indicates that pupils make good progress overall. In singing progress is good at Key Stage 1 and is very good at Key Stage 2. Pupils in Years 1 and 2 can sing a range of songs from memory and are developing good control of breathing, dynamics, rhythm and pitch. They are able to join in many songs and hymns in collective worship, some of which are demanding for young singers.
131. The quality of their performance in Key Stage 2 indicates that they make very good progress in singing to reach very high standards. Together they have composed a sophisticated millennium song which they are preparing to perform at public events. They begin to perform as soloists from an early stage and by Years 5 and 6 they can sing and maintain their own parts with accuracy and confidence against the school choir. They are all able to project their voices without strain and their singing is notable for its sweetness and clarity. In response to expert coaching even those who have difficulty in pitching their voices made very good progress in the singing lesson. As they move through the key stage they acquire a very wide repertoire of songs from many different musical traditions.
132. Through shared music making with other schools and choirs from villages and towns in the area they are able to take an active part in community life. Music makes a major contribution to their social and cultural development.

Physical education

133. No lessons in gymnastics, games or athletics were seen. However, evidence from the curriculum plans for these aspects of physical education indicate that pupils are making sound progress.
134. The survey of swimming provision at Key Stage 2 indicates that pupils' attitudes to swimming are excellent, that the swimming curriculum and the assessment of progress are good and that the time allocation is satisfactory. There is no evidence upon which to judge the quality of swimming teaching, its planning or its organisation. However, provision is very good in that pupils attend swimming classes for three years. By the beginning of Year 6 most pupils are working towards grade 5, which includes life-saving skills. Some have already attained it. Standards are well above the national expectation. Swimming is funded from the school's delegated budget and costs are relatively high given the small number of pupils taking part. The provision gives excellent value for money in the judgement of the school.
135. Pupils make sound progress in dance and by the time they reach the class for oldest pupils they know several country-dances and can perform them rhythmically and with accuracy. They show a good awareness of space and are learning to co-ordinate their movements with those of other dancers.
- 135.

PART C: INSPECTION DATA

135. SUMMARY OF INSPECTION EVIDENCE

136. The inspection was carried out by a team of three inspectors who were present in the school for the equivalent of seven inspection days. During the three days of the inspection, thirty lessons were observed. Pupils were heard reading and their mathematical, scientific and information technology knowledge and understanding were examined. Samples of work were scrutinised in all classes and, in addition, the policy documents of the school, the budget figures and the school development plan were analysed, as were the attendance registers, records kept on pupils, parents, staff and members of the governing body. Twenty of the parents responded to a questionnaire expressing their views on the school. Nine parents attended a meeting with the registered inspector prior to the inspection.

135. DATA AND INDICATORS

135. 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	73	7	10	7

135. Teachers and classes

135. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	2
Number of pupils per qualified teacher:	37

135. Education support staff (YR – Y6)

Total number of education support staff:	6
Total aggregate hours worked each week:	66

Average class size:	Average class size:	24
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135. **Financial data**

Financial year:	1999
	£
Total Income	124,037
Total Expenditure	128,214
Expenditure per pupil	1,644
Balance brought forward from previous year	5,098
Balance carried forward to next year	921

135. **PARENTAL SURVEY**

Number of questionnaires sent out: 73
 Number of questionnaires returned: 20

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	55	45	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	35	10	5	0
The school handles complaints from parents well	10.5	42.1	42.1	0	5.3
The school gives me a clear understanding of what is taught	20	65	10	5	0
The school keeps me well informed about my child(ren)'s progress	30	55	10	5	0
The school enables my child(ren) to achieve a good standard of work	30	65	5	0	0
The school encourages children to get involved in more than just their daily lessons	55	45	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	30	55	5	5	5
The school's values and attitudes have a positive effect on my child(ren)	40	50	5	5	0
The school achieves high standards of good behaviour	40	40	10	10	0
My child(ren) like(s) school	60	40	0	0	0