

INSPECTION REPORT

**MAPPERLEY CE CONTROLLED PRIMARY
SCHOOL**

Mapperley, Derby

LEA area: Derbyshire

Unique reference number: 112836

Headteacher: Mr P Millard

Reporting inspector: Mr D Speakman
20086

Dates of inspection: 22nd –23rd May 2000

Inspection number: 185832

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Lodge Road Mapperley Village Derby
Postcode:	DE7 6BT
Telephone number:	0115 932 5386
Fax number:	0115 932 5386
Appropriate authority:	The governing body
Name of chair of governors:	Dr C Kenny
Date of previous inspection:	November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr D Speakman	Registered inspector
Mr R Hart	Lay inspector

The inspection contractor was:

HeadStart & Associates

Higherland Bridge
49 West Street
Gargrave
Skipton
North Yorkshire
BD23 3RJ

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mapperley Primary School provides full time education for 55 pupils aged from four to eleven. Pupils are taught in one of two classes, one for children under five and pupils at Key Stage 1 and the other for Key Stage 2 pupils. The school is situated in the village of Mapperley, Derbyshire. The percentage of pupils identified as having special educational needs at eight per cent is well below the national average and the percentage of pupils with statements is below the national average.

All pupils have English as a home language and all pupils come from white UK origin. Pupils come from a wide range of different backgrounds and the socio-economic circumstances are above average overall. The percentage of pupils entitled to free school meals is below the national average. Most four year olds start school with levels of attainment that represent a typical range from below to above average, and overall is average.

HOW GOOD THE SCHOOL IS

This is a very effective school that provides a good quality education overall. The quality of leadership and management of the school is very good and there has been a good level of improvement since the last inspection. The school enables pupils to achieve standards that are above average and to develop very good attitudes to their learning. The strengths of the school outweigh the areas that could be improved. Setting the above factors against the cost of educating each child, which is above average for similar schools, the school provides good value for money.

What the school does well

- Achieves high standards in English, mathematics, art and music and pupils make good progress overall.
- Pupils' attitudes, personal development and relationships are all very good.
- The quality of teaching is good throughout the school and promotes good quality learning for all pupils.
- The curriculum is broad and balanced and very well managed. Provision for pupils' personal, moral and social development is very good.
- Shows a good level of care for pupils and all staff work together as a team and they create a good learning environment.
- The leadership and management of the school are very good and the school is very efficiently run.
- It plays an important part in the community and parents think very highly of the school.

What could be improved

- Standards and assessment procedures in science at Key Stage 2 and standards in information technology.
- The accommodation is inadequate and is in a poor state of repair.

The areas for improvement will form the basis of the governors' action plan, which will be sent to parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in November 1995 judged Mapperley Primary School to be a school that achieved satisfactory academic standards. Improvements have been made and the school is now very effective and high standards are being achieved. The results achieved by pupils at the end of Years 2 and 6 in the national assessment tests in 1999 are high when compared to schools nationally and to similar schools. Standards in science at Key Stage 2 are well below average. Standards in English, and mathematics have risen at a pace much greater than the national trend. The high quality of education has been improved, since the quality of teaching is now better than at the time of the last inspection and curriculum management is now very good. The key issues for action, identified in the previous inspection report, have been dealt with effectively. The school is well

placed to maintain high standards and to continue its improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	C	B	A	A
Mathematics	B	A*	A*	A*
Science	B	A	E	E

Key

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

A* indicates that the school ranks in the top 5% of all schools for that category.

Standards are good for children under five and they almost all achieve the desirable learning outcomes by the age of five with a significant number of pupils exceeding this standard. By the age of seven, pupils achieve standards in reading that are very high and well above average in writing and mathematics when compared with all schools. When compared to similar schools, standards in reading and writing are well above average and above average in mathematics. Standards are maintained throughout Key Stage 2 and, by the age of eleven, attainment in English is well above average and very high in mathematics when compared to all schools and to similar schools. In science standards are well below average when compared to all and to similar schools. There were very few pupils in the cohort and some narrowly missed achieving a higher level. Combined with other characteristics of the group of pupils, and improving trends in science over the last three years, indicate that this data does not accurately represent standards at the end of Key Stage 2 and should be treated with some caution. Standards in art and music are above expectations and there are strengths in pupils' knowledge in geography. Although satisfactory where seen, standards in information technology could be improved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They enjoy their lessons and other learning opportunities offered by the school. They want to learn and have developed very responsible working habits. Pupils show very responsible attitudes and carry out their duties well.
Behaviour, in and out of classrooms	Behaviour in classrooms is very good. No disruptive or inconsiderate behaviour was seen during the inspection. Behaviour in the playground is also very good. Pupils move around the school in an orderly and polite way.
Personal development and relationships	Pupils' personal development is very good. They develop a growing maturity in their manner of working, their communication skills and their ability to take personal and group responsibility. Relationships between pupils of all ages and between pupils and adults are excellent and are a strength of the school.
Attendance	Attendance and punctuality are very good. Pupils arrive at school on time and lessons begin punctually.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Teaching throughout the school is good and promotes the good quality learning. The vast majority of lessons seen during the inspection were of a good or better quality and no unsatisfactory teaching was seen during the inspection. Of the 14 lessons seen, the quality of teaching in 12 was good or better and in six was very good. Basic skills, especially literacy and numeracy, are well taught across the curriculum. Strengths in teaching include the very good knowledge that teachers have of their pupils, which results in them providing all pupils with work at an appropriate level in most subjects and effectively builds pupils' self confidence, enabling them to work independently. Relationships between teachers and pupils are very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good for pupils at all ages. The school uses the national strategies for numeracy and literacy well, enabling pupils to reach high standards. All subjects of the National Curriculum and religious education are well provided within the school and the curriculum is very well managed.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. All pupils make good progress in their learning through effective teaching and good quality support. Individual education plans and record keeping are of a good quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Provision for their moral and social development is very good and for their spiritual development is good. There is good provision for their cultural development through the curriculum.
How well the school cares for its pupils	The school's care for its pupils is very good. The procedures for supporting the development of individual pupils, both academically and personally, are very good and contribute positively to the standards attained. The procedures for monitoring attendance and punctuality are good. Good attention is paid to the health and safety of all pupils, including arrangements for child protection. However there are some health and safety concerns associated with the building.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a very clear vision regarding the development of the school that is clearly communicated to and shared by members of staff and governors. The leadership and management of the head and key staff are excellent. Together they are committed to improving provision constantly and raising standards. Their commitment to seeking the highest possible achievement for pupils across a wide range of learning experiences, and the personal development of all pupils, is of high importance. Governors, staff and parents express confidence in the leadership of the headteacher.
How well the governors fulfil their responsibilities	Governors have a good level of involvement in the school. They are conscientious, well organised and fulfil their statutory responsibilities, effectively supporting the headteacher in his work.
The school's evaluation of its performance	The headteacher and governors work very well together to identify the school's strengths and areas for development. The headteacher informally monitors teaching and knows the staff's strengths and weaknesses well. Through teaching all pupils in the school, he has a good awareness of academic standards.
The strategic use of resources	The financial planning and management of the school's resources, including accommodation, is very good. Care is taken to ensure that money is well targeted and that the best value for spending is achieved. Spending is well linked to priorities in the school

development plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Behaviour is good and pupils make good progress.• The teaching is good and teachers expect children to work hard and do their best.• They feel well informed about their children's progress.• The school works closely with parents and they feel comfortable about asking questions.• The school is well led and managed.• The school is helping children to become mature and responsible.	<ul style="list-style-type: none">• The amount of work children are given to do at home.• The activities that take place out of school

The inspection team agrees with the positive comments made by the parents. From observation, homework seems to be used appropriately. Provision for out of school activities is satisfactory for the size and circumstances of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Achieves high standards in English, mathematics, art and music and pupils make good progress overall.

- 1 The percentage of pupils achieving the nationally expected Level 4 in English in the national assessment tests at the end of Key Stage 2 in 1999 was above the national average. The percentage of pupils gaining the higher Level 5 was very high at 60 per cent. When compared with schools with a similar percentage of pupils entitled to free school meals, standards remained well above the national average. In mathematics, all pupils achieved Level 4 or above and 80 per cent achieved Level 5. Both of these percentages were very high when compared to the national average. When compared to similar schools and to schools nationally, standards in mathematics were very high and the school was placed in the top five per cent for both categories. Over the last four years standards in English and mathematics have risen at a pace much greater than the national rate.
- 2 In the Key Stage 1 national assessment tests for reading, the percentages of pupils gaining Level 2 was very high in comparison with the national average, with all pupils gaining Level 2 or above. Over a half of the pupils achieved the higher Level 3 and this was well above the national average. When compared to schools nationally, standards were very high, placing the school in the top five per cent. When compared to similar schools, standards in reading were well above average. In writing the percentage of pupils gaining the nationally expected Level 2 or above was very high in comparison to the national average and was well above average for those gaining the higher Level 3. When compared with similar schools, standards in writing were well above the national average. In mathematics, all pupils gained the expected Level 2 and this was very high in comparison with the national average. The percentage gaining the higher Level 3 was well above the national average. When compared to similar schools, standards were above average. Over the last four years, standards in reading and writing have risen at a rate greater than the national average and in mathematics have stayed consistently well above average.
- 3 Pupils enter school with standards that are broadly average. Standards are good for children under five and they almost all achieve the Desirable Learning Outcomes by the age of five with a significant number of pupils exceeding this standard. As they progress through the school, all groups of pupils, including higher attainers and those with special educational needs, are challenged well, make good progress and reach high standards by the time they leave school at eleven years of age. The good quality teaching has a direct impact upon the standards which pupils attain.
- 4 By the time they reach Year 6, pupils are very articulate and they express themselves clearly, in both formal and informal situations. Their answers are clear, concise and relevant to the questions asked, demonstrating a good vocabulary. This is mostly appropriate to specific subjects such as science and mathematics, with pupils showing a good range in the latter. Pupils listen carefully, respectfully and with understanding to teachers and to other pupils when they are speaking to a class or to a group of pupils.
- 5 Pupils respond well to the wide range of opportunities offered to them to develop their written work, and they develop a good range of writing styles by Year 6. Their writing is varied, imaginative and there is a change of style evident that is appropriate to a range of purposes. For example, some interesting and detailed writing was seen in which pupils gave historical accounts using the language of the time to good effect, or where they produce records of scientific investigations in a style appropriate to the subject. Writing is mostly clear and expresses appropriately what pupils want to express, again demonstrating pupils' good vocabulary. They use punctuation well, using speech marks, capital letters and a range of other punctuation accurately and to good effect. By Year 6, spelling is generally accurate, but some more difficult unfamiliar words are occasionally spelt incorrectly. The fluency of writing skills is well developed in English and this standard is reflected in other subjects.

- 6 Reading progresses well and, by the time pupils leave school, they achieve very high standards. They are taught well, their reading is listened to regularly by teachers, support staff and parents. Opportunities to read in lesson time are frequent and effectively support the good progress that pupils make. Pupils in reception recognise letters of the alphabet and are now able to put their initial letter sounds together to read simple words. More able pupils talk effectively about some texts with which they are familiar. Throughout the school, pupils are interested in and enjoy poetry, fiction and non fiction and talk about literature enthusiastically. By Year 6, pupils read texts and their own writing very well, with expression and fluency. If they make the occasional mistake, they are generally able to identify and correct this themselves. They respond to a range of prose and poetry with understanding and talk about this with interest, showing good levels of comprehension. They use their reading skills well to support their learning across the curriculum, such as locating words in a dictionary or finding out new facts about topics in other subjects. Pupils' good knowledge of literacy supports effectively their progress in other subjects.
- 7 Standards in mathematics are good for all pupils when measured against their potential levels of attainment and all make good progress. By the time pupils reach Year 6, they have developed very competent skills in number and problem solving and they have good knowledge in all other areas of mathematics such as shape and space and handling data. They investigate mathematical situations to good effect, make predictions and test them well. Pupils are competent with number and apply the four rules accurately with numbers to two decimal places for example. They manipulate decimal fractions well and accurately convert from one unit of measure to another, such as 1600ml is the same as 1.6 litres. They use their good knowledge of place value well to estimate and approximate large numbers. Their good knowledge of large numbers is extended to competent and accurate use of negative numbers. They demonstrate a good knowledge of the properties of shapes and use this knowledge well when solving problems. Pupils have very well developed skills in solving problems at levels that are higher than expected for their age. Higher attaining pupils in Years 5 and 6 can link the net of a square based pyramid for example, to the solid, in their minds, and indicate how many faces, edges and vertices the solid will have through viewing the net. Standards in probability and statistics are good, with pupils drawing and interpreting graphs well and using the probability scale accurately and with understanding. They have a good understanding of median, range and the average of a sample of data. Numeracy is used accurately and effectively in other areas of the curriculum, such as science and geography.
- 8 Pupils make good progress in music and by the time they reach Years 5 and 6, attain high standards. Singing in assemblies, and individual performance on recorders demonstrate pupils' good music skills. About a half of the pupils at Key Stage 2 take the opportunity for specialist teaching in music and they learn to play instruments such as the guitar, keyboards and other string instruments such as the cello and violin. Good quality, specialist music teaching has been provided in response to the key issues connected to music in the previous report, and has a direct impact on standards. Pupils in Years 5 and 6 play recorders well as a group and effectively lead hymn singing in both class and full school acts of worship. Standards in music formed the basis of criticism at the time of the last report. This has now been addressed and standards by the time pupils leave school are now good.
- 9 Standards in art are high at both Key Stages 1 and 2. Pupils use a wide range of media including paint, dyes, fabrics for weaving, wax, pencils and pastel for sketching and colouring and clay. At Key Stage 1, pupils begin to use colour well to express feelings such as hot and cold. In their drawing and painting, shape is well represented and scale is well preserved. The level of detail is appropriate and their use of colour is good. This is well exemplified in their wax relief, paint and pastel representations of bonfires or in their use of browns and greens to represent the natural environment. They use shape and pattern well to produce some interesting designs using colour well to highlight triangles superimposed on hexagons. They begin at an early stage to appreciate the styles of famous artists such as Monet. They begin to paint in the style of famous artists effectively. Skills are well developed at Key Stage 2. Good quality sketching was seen in pupils' sketch books. Good standards in line, form, texture and shade were all present. They extend their knowledge and experience of famous artists and appreciate the styles of Mondrian and Van Gogh for example, on whose work some good quality

self-portraits have been painted and interesting and well detailed landscapes in response to Cezanne's work. High standards are achieved through good teaching and the wide range of materials and skills that pupils experience through the curriculum. The teacher at Key Stage 2 has very good subject knowledge and is currently studying for a higher qualification in art. Her enthusiasm and knowledge have a direct impact on standards.

- 10 There are strengths in other subjects that are otherwise judged to be in line with expectations overall. Pupils show a good knowledge of other countries, the main characteristics and some good detail of life styles. Older pupils are also well aware of the scale of their world and how people travel from one country to another by plane, detailing distance and time accurately. In religious education, pupils show a good knowledge of places of worship, particularly Christian, when comparing an old local church and their own modern place of worship.

Pupils' attitudes, personal development and relationships are all very good.

- 11 Pupils have very positive attitudes to other pupils and to their school. They are keen and enthusiastic to come to school and delight in the learning opportunities given to them, and so achieve high standards. They feel secure in the school and know that they are valued. This effectively supports their self esteem and confidence. They are at ease with adults and other children alike, readily and sensibly communicating with visitors for example. Pupils are very welcoming and are concerned that visitors and new pupils are equally at ease. They enter into friendly conversation spontaneously and are keen to talk about themselves and their school. Parents value very highly the way that the school operates as a "big family" with older pupils showing sincere care and attention to younger ones. All ages of pupils take lunch together and very often, older pupils can be seen helping younger ones to cut up their food.
- 12 Behaviour in classrooms is very good and some excellent behaviour was seen during the inspection. Parents strongly agreed that the standard of behaviour in and around school is good. Where there is very good behaviour, pupils listen attentively, concentrate hard when working individually and as a member of a group. They show high levels of attention and interest and their very good behaviour in lessons has a direct impact on the high standards achieved. Behaviour in the playground is very good. Pupils enjoy taking advantage of the contact with pupils of all ages at playtimes. They move around the school in an orderly, polite way. It is worthy of note that during the inspection the weather was poor. Pupils had no opportunity to take an outdoor break and the standards of behaviour were still very high at all times.
- 13 Pupils' personal development and the quality of relationships are excellent. This aspect is a strength of the school. Throughout their time at the school, pupils develop a growing maturity in how they work their skills in articulate, polite communication and their ability to take responsibility. At all ages pupils show excellent levels of reliability and willingness to work either individually, or within groups, enabling their teachers to work with other groups of pupils. With the wide range of ages in each class, this is highly important and makes a positive contribution to the good quality learning taking place and to the high standards achieved. By Year 6 they blend a high level of independence with excellent relationships with other pupils and adults. Their spontaneous cooperation and very good communication skills strongly support their learning. Year 5 and 6 pupils take on responsibility very well and respond positively to opportunities to support the school in a range of ways. Their growing maturity supports the excellent quality relationships that are characteristic of the school. Pupils relate to and support each other to a very high degree and parents state that they recall no incidents of inappropriate behaviour or oppressive attitudes within the school. This was evident during the period of inspection, when only highly positive relationships, behaviour and attitudes were seen.

The quality of teaching is good throughout the school and promotes good quality learning for all pupils.

- 14 Teaching throughout the school is good and effectively promotes good quality learning. The vast majority of lessons seen during the inspection were of a good or better quality and no unsatisfactory teaching was seen during the inspection. Of the 14 lessons seen, the quality of

teaching in 12 was good or better and in six was very good. Basic skills, especially literacy and numeracy are well taught across the curriculum. Parents are correct in their view that the quality of teaching is good.

- 15 The quality of teaching has improved since the last inspection. Then it was recommended that care was needed in planning to ensure that, because of the wide age range in each class, pupils did not revisit the same areas of work and that activities were planned to match pupils' abilities. This has been achieved through curriculum planning and although pupils do sometimes revisit topics, they do at an appropriate level. Strengths have been maintained. Relationships are good. Teachers are still conscientious, committed, hard working and caring. A wide range of appropriate organisational strategies are used such as direct teaching and effective support in whole class work, group work and individual work. Teachers' questioning skills are now very effectively used to check on learning and to demonstrate pupils' knowledge and understanding. At the time of the last inspection, it was thought that teachers needed to be more familiar with National Curriculum requirements. They now are familiar with requirements and the coverage of the National Curriculum is well reflected in planning.
- 16 Teachers generally have good knowledge of the subjects that they teach and are able hold good quality discussions with their classes. This is evident in a wide range of lessons, including literacy, numeracy, music, science, art and religious education. Teachers show good technical knowledge of, for example reading and writing skills, how to solve problems in mathematics, knowledge of a Christian Church and local history, as seen in a church study. They are able to discuss the work competently with pupils so those pupils develop good skills. Teachers' planning is good. Teachers have an extraordinarily good knowledge of their pupils and their learning needs, except in science at the end of Key Stage 2, where there is insufficient awareness of pupils' knowledge and understanding. Even within classes with the wide age range of pupils, teachers are aware of the levels that individual pupils of different attainment and age need. They successfully plan for this in lessons and individual pupils' needs are met well. As a consequence, pupils are confident in completing their tasks and work at a good pace. This is a strength in teaching and the amount of energy and thought that teachers put into effective planning for all ability levels across two key stages in Class 1 and across four years in Class 2 is creditable. Interesting activities are planned which effectively stimulate pupils' enthusiasm and support the very high levels of pupils' personal development. Planning clearly identifies what pupils are to learn in each lesson and the objectives are clearly stated so pupils are aware of their learning intentions.
- 17 At all stages of the school, basic skills are taught well. However, there are opportunities to improve information technology skills and its use in other subjects, by providing further opportunities for pupils to develop and practise skills. Teachers make good use of pupils' literacy skills to engage pupils in answering questions to develop high levels of accurate and clear speech. Good levels of dialogue between teachers and pupils were seen in all lessons and particularly in literacy lessons. Teachers ensure quality discussion in a range of subjects in both small and larger groups, and in circle time. This provides pupils with valuable opportunities to formulate their thoughts carefully. Numeracy and good knowledge of shape and space is well promoted in a range of subjects, such as science and art. The Key Stage 2 teacher even managed to introduce effectively an element of numeracy into a literacy lesson.
- 18 Pupils are managed well and teachers provide effective learning experiences. Teachers achieve and maintain very good levels of behaviour in their lessons, with the cooperation of their pupils. Pupils' contributions in lessons are valued. This is effective in informing pupils how well they are learning and in building their self esteem. Teachers often avoid giving pupils the answers to questions if there is an opportunity for pupils to research. They also pose interesting questions, for example describing a scientific process such as photosynthesis and challenging pupils to find out the name. This effectively fires their enthusiasm for learning.
- 19 Teachers make good use of resources, such as in art, where all pupils are given opportunities to experience a wide range of materials, including clay, papier mache, paint and drawing media, to help develop a good range of skills. Lessons run smoothly and time is used well, with lessons moving at a brisk pace effectively encouraging good levels of productivity and pace of working. The nursery nurse is fully involved in planning and works well with the Class 1 teacher to ensure that

the learning needs of children under five are well met. Homework is used effectively. Spellings learned at home are checked and younger pupils read at home each evening. Homework is used well to consolidate and extend work completed in lessons, including literacy and numeracy.

The curriculum is broad and balanced and very well managed. Provision for pupils' personal, moral and social development is very good.

- 20 At the time of the previous inspection, curriculum planning was a strong feature of the key issues for action. The school was recommended to ensure that the curriculum gives due emphasis to each of the subjects of the National Curriculum, especially those that were included within the integrated topic cycles. They were further required to complete the work on the production of detailed schemes of work, to meet the requirements of the National Curriculum, to support teachers' planning and to ensure continuity and progression for each year group. There was insufficient curriculum time for history and geography, topics were planned within a complex structure, the wide age range in each class was not sufficiently catered for, and the school could not ensure good curriculum balance and policy statements needed to be updated. Considerable original thought and planning has gone into meeting these recommendations. The complex topic structure has been abandoned and subjects are now taught separately, with appropriate time allocated to each. Schemes of work for all subjects are now complete and policy statements are up to date. Statutory requirements are fully met and there is good curriculum provision for pupils with special educational needs. Very good progress has been made in developing the curriculum.
- 21 The curriculum for children under five is planned to meet the requirements of the Desirable Learning Outcomes. The school makes good provision for those children under five who are capable of working at Key Stage 1 of the National Curriculum, with a good transition between the two.
- 22 Although the school rightly places considerable emphasis on literacy and numeracy, it attaches much importance to providing a broad and balanced curriculum. The curriculum is organised on a rolling programme over 2 years at Key Stage 1 and over four years at Key Stage 2 for non core subjects and over two years in science. Levels at which pupils of different ages work are well established within the topics so all pupils receive a broad and balanced curriculum. A weakness is that pupils have insufficient opportunity to revise knowledge and understanding acquired in science early at Key Stage 2 sufficiently before taking National Curriculum assessment tests at the end of the key stage and consequently standards are not as high as they could be. For a school of its size, extra curricular activities, particularly sport and music, are very well provided for with a good number of pupils attending. Parents provide invaluable assistance in this respect.
- 23 There is very good provision for pupils' personal development. This is because the school is a welcoming and friendly community with a wide range of opportunities for pupils to form excellent relationships. The school is regarded and treated by staff, pupils and parents as a family unit where young pupils mix with older ones and where pupils look after and care for each other. Pupils' spontaneous respect and care for each other is impressive, both in school and on the playground. High moral and social standards are evident in the work of the school.
- 24 Provision for pupils' spiritual development is good. Opportunities in assemblies enable pupils to reflect on their lives and those of others and a burning candle symbolises light. A particularly good example of this was seen, when all pupils reflected on pupils' achievement in the commendations' assembly. One pupil at each key stage was awarded a "Courtesy Cup" for contribution to the life of the school. Lessons such as art create good opportunities for pupils to reflect on the feelings and work of famous artists and empathise with them when working in their style.
- 25 Provision for pupils' moral development is very good. In class, pupils are encouraged to consider the effect of their actions on others and to moderate their behaviour accordingly. Although behaviour is very good and no major breaches of the schools' code of conduct were seen, they are taught to consider such things as how talking too loudly may affect the

concentration of other pupils. Opportunities for pupils to develop their social skills are very good. There is a wide range of opportunities provided, such as looking after younger pupils, in the dining hall and on the playground. These all add to the social cohesion of the school and pupils relate very well to each other.

- 26 Good opportunities are provided throughout the school for pupils to develop their cultural knowledge and awareness. Opportunities in religious education enable pupils to learn how a person's faith affects their life and their culture. They are given the opportunity to visit a mosque in Derby and exchange with another school in Nottingham. Here they learn directly about Diwali, by mixing for a day with followers of the Muslim faith. Pupils study how climate affects the culture of other people in different regions of the world. They develop and learn a good range of knowledge about the cultures of different civilisations in history. Pupils gain an awareness of a wide range of artists and their different styles. Theatre and drama play an important part in the life of the school through school productions, visits to the theatre and groups of actors visiting the school.

Shows a good level of care for pupils and all staff work together as a team and they create a good learning environment.

- 27 In the last inspection the school pupils' welfare and guidance was judged to be good. This is now judged to be very good and is a strength of the school. The school provides effective support and advice for all pupils, and is successful in promoting the health, safety and general well being of pupils and each of these aspects is very good. Procedures for supporting the development of individual pupils both academically and personally are very good and contribute positively to the standards attained. Teachers know their pupils very well and they use this knowledge very effectively to ensure that each pupil is given work at an appropriate level and that they make the best possible progress. All staff work very well with each other and they have developed a safe, supportive and caring environment for the pupils. Attendance is effectively monitored and promotes good levels. The procedures for child protection are very good. The headteacher is the named responsible person. He is well trained and ensures that all adults working with pupils are aware of the procedures. The staff and governors carry out regular risk assessments and potentially dangerous equipment is checked at least annually. However there are some safety concerns to do with the buildings.
- 28 Despite the shortcomings of the buildings and the shabby exterior, all members of staff work very hard together to create a good working environment for the pupils. Classrooms are well decorated with pupils' work and this sets a backdrop against which pupils work effectively and show enthusiasm for and a pride in their work. There is no school hall for the whole school to meet or for school meals to take place. Pupils walk to the nearby church for physical education lessons and teachers and helpers quickly and efficiently convert classrooms into dining rooms or areas for school assemblies. This is well completed with the minimum of disruption to pupils and their well being.

The leadership and management of the school are very good and the school is very efficiently run.

- 29 The headteacher has a very clear vision regarding the development of the school. This is clearly communicated to, and shared by all members of staff and governors. Together they are committed to improving provision constantly and raising standards. Their commitment to seeking the highest possible achievement for pupils, both personally and academically is impressive. The headteacher is very well supported by his staff and provides an excellent quality of leadership. His teaching and other contact with pupils enhance his position well. Pupils know him well and strongly regard him as the leader of the school. Governors, staff and parents express strong confidence in his leadership.
- 30 The headteacher and staff work very well together to ensure effective provision and accurately identify the school's strengths and weaknesses. The headteacher monitors the performance of teaching staff and knows them well. However this is currently informal, but the headteacher intends to formalise the procedures and keep notes on observations. He has been successful in building a strong team that provides a high quality education for all pupils. The headteacher further monitors standards in the classroom through teaching in both classes. He is fully

involved in teaching pupils at all ages and directly monitors standards of attainment throughout the school. However, further development is required in the monitoring of standards and provision in both science and information technology. The headteacher recognises this area for development.

- 31 There are effective policies, which are regularly reviewed to ensure that they are still relevant to the school's needs in light of new national and school requirements. The headteacher, governors and staff consider all aspects of new and ongoing initiatives in great detail, seeking the best solutions and developments possible and ensuring that the operations of the school remain appropriate and relevant. School needs are considered alongside national requirements when staff and governors meet to establish development priorities. Members of the governing body are fully involved in both strategic planning and in the daily life of the school. They are fully involved in policy making, and working parties are responsible for reviewing old and drawing up draft new policies. This process also involves staff. The school is small and staff work very closely together. This ensures that all contribute to the development of the school. Governors are well aware of the school's strengths and concerns, and make a full and active contribution in establishing the way forward for the school and its subsequent development. They have high levels of personal involvement and professional expertise. They are conscientious and well organised and fulfil their statutory responsibilities well, including the setting of relevant and clear performance criteria for the work of the headteacher. Governors think highly of the headteacher and work well with him, providing effective support for his work.
- 32 The financial management of the school is very effective and care is taken to ensure that the limited amount of money available is well targeted and that the best value for spending is achieved. Spending is well linked to priorities in the school development plan and the governors have a realistic view of the school's needs and where they need to allocate financial support, such as secretarial support for the headteacher with a high teaching commitment and classroom support for teachers. Priorities are costed carefully and spending is carefully monitored throughout the year. Before major spending is confirmed, the governors ensure that they are getting the best value for money. The school looks carefully at the impact on standards of their financial commitments to further ensure value for money is achieved. New technology is used to satisfactory effect in the management of the school, although it is not sufficiently used to support other subjects in class.

It plays an important part in the community and parents think very highly of the school.

- 33 The school plays a central part in the life of the community. Many of the people who work in the school have a long connection with the school. They think highly of the school and care for its future development. The Parent Teachers' Association organises events, such as dances and seasonal "fayres" that are well supported by both the school and village communities. The caretaker and school secretary have long associations with the school and are well known villagers. There are good links with the community. Parents support the school well through helping with practical activities such as food technology and swimming and helping with reading and the use of computers in Class 1. Some parents talk to pupils about their jobs in Class 1 topic work.
- 34 Parents think very highly of the school. Strong support was expressed at both the parents' meeting and through the questionnaires. Almost all questions carried a unanimous favourable response and only those regarding homework and after school activities had some disagreement. Parents are pleased with what the school provides for their children and are confident that the school enables each child to achieve their best.

WHAT COULD BE IMPROVED

Standards and assessment procedures in science at Key Stage 2 and standards in information technology.

- 35 In science, the percentage of pupils gaining Level 4 in national assessment tests in 1999, was 80 per cent and was close to the national average. No pupil gained the higher Level 5 and this was very low in comparison to the national average. When compared to similar schools and to schools nationally, standards in science at the end of Key Stage 2 were judged to be well below average. However, there are characteristics of the cohort and in the test results that indicate that this data should be treated with some caution. The cohort was small at five pupils, one of whom was of special needs concern. Two pupils narrowly missed the next higher level by one mark. These two marks would have made a significant difference to the average point score and therefore to the judgements awarded. Standards in science are currently judged to be in line with expectations at Key Stage 2. However, standards in science are lower than in English and mathematics.
- 36 Pupils are given the opportunity to investigate in science, make hypotheses and then to test these through practical investigation. They look carefully at what happens when celery sticks are placed in coloured water and watch carefully what happens when capillary action moves water through the plant. They describe in good detail what they see and offer valid explanations for their observations. They record their observations well, using accurate sketches and clear explanations. Pupils are able to explain, in appropriate detail, the conditions for fair testing and choose well which element should be varied according to the test being carried out. They have appropriate knowledge of the human body and a range of body functions and about the food groups that make up a balanced diet. By the end of the key stage, pupils have a satisfactory understanding of the changes that heating and cooling create in some materials and substances and that some of these changes are not reversible such as in cooking. They have a sound understanding of forces and know that forces cause objects to move. Pupils recognise magnetism and gravity as forces and describe in appropriate detail the effects that they have.
- 37 At Key Stage 2 each topic in science is currently taught once every two years. By the time that pupils reach the end of Year 6, their knowledge in some topics that may have been taught earlier in the cycle and almost two years before is weaker than that in topics taught in the second year of the cycle and therefore more recently. In addition, the school's assessment of progress in science does not sufficiently identify strengths and weaknesses in pupils' knowledge. This creates difficulty when pupils are assessed at the end of Year 6, because some pupils have weak subject knowledge in some topics. This accounts for the less successful levels of performance in science.
- 38 Although standards in information technology were satisfactory where seen, pupils have insufficient opportunity to effectively develop computer skills, or to use it well in supporting other subjects. Younger pupils were seen to use computers to support numeracy skills and to program a floor robot to move around a map of the village. This was of a satisfactory standard. However, there is insufficient evidence that their overall skills are sufficiently developed in other aspects of information technology, such as more complex control and word processed documents. There was insufficient use of computers seen during the inspection.

The accommodation is inadequate and is in a poor state of repair.

- 39 The accommodation is insufficient for the needs of the school, although members of staff do their very best to successfully overcome the limitations created. There is no hall on site or playing field accommodation and the playground is rather small. Pupils use a nearby church and the village recreation ground for physical education lessons and games out of school. There are only two classrooms, with no other large space available on site. Teachers and other adults work hard to ensure that there is as little disruption or time wasted when converting rooms for different purposes, such as lessons, school gatherings and for school lunches. There is little storage space, office accommodation is very cramped and there is no staff room. However, the interior is kept very clean and is well decorated, much of the available wall space

being used to display pupils' work and to create an effective learning environment.

- 40 The exterior of the building is badly neglected. All woodwork and metalwork on the outside requires painting and there are areas of rotting woodwork. The exterior condition of the building creates a shabby appearance on arrival to the school. Ridge tiles and some roof tiles on the old toilet block appear to be loose and are the cause of a safety concern. One of the drains in the playground is blocked and when the weather is wet, excess surface water moves across the playground towards other drains.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 1 Improve standards at the end of Key Stage 2 in science, so that they match those in English and mathematics by:
 - Developing assessment procedures to provide accurate and up to date knowledge of pupils' strengths and weaknesses in knowledge and understanding,
 - Devising a revision programme for Year 6 pupils so that they have recent knowledge of topics dealt with earlier in the key stage;
- 2 Improve provision in information technology throughout the school by:
 - Extending opportunities for pupils to learn new information technology skills and to use these skills to support learning in other subjects.
- 3 Seek ways to improve the health and safety aspects of the building and to improve the standard of external decoration.

4 PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	6	2	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	55
Number of full-time pupils eligible for free school meals	5
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	4
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.3

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	2	5	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	5	5	5
	Total	7	7	7
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (80)	100 (84)
	National	87 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	5	5	5
	Total	7	7	7
Percentage of pupils at NC level 2 or above	School	100 (80)	100 (84)	100 (86)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	2	3	5

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	2	3	2
	Total	4	5	4
Percentage of pupils at NC level 4 or above	School	80 (60)	100 (100)	80 (80)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	3	2	2
	Total	5	4	4
Percentage of pupils at NC level 4 or above	School	100 (60)	80 (100)	80 (100)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.3
Number of pupils per qualified teacher	23.9
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	20

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	107,164
Total expenditure	106,133
Expenditure per pupil	1,930
Balance brought forward from previous year	- 950
Balance carried forward to next year	81

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	55
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	5	0	0
My child is making good progress in school.	83	17	0	0	0
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	50	33	15	2	0
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	65	33	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	60	40	0	0	0
The school is well led and managed.	65	35	0	0	0
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	33	45	20	0	2