

INSPECTION REPORT

GRINDLEFORD PRIMARY SCHOOL

Grindleford, Hope Valley

LEA area: Derbyshire

Unique reference number: 112550

Headteacher: Mrs J Williams

Reporting inspector: Mr P Dennison
17736

Dates of inspection: 31/01/00 – 04/02/00

Inspection number: 186363

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Sir William Hill Grindleford Hope Valley Derbyshire
Postcode:	S32 2HS
Telephone number:	01433 630528
Fax number:	01433 630528
Appropriate authority:	The governing body
Name of chair of governors:	Mrs K Beeston
Date of previous inspection:	07/11/95-09/11/95

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr P Dennison	Registered inspector	Mathematics Art Geography Music Physical education	How high are standards? How well are pupils taught? How good are curricular and other opportunities? How well is the school led and managed? Pupils under five
Mrs S Drake	Lay inspector		How well does the school care for its pupils? How well does the school work in partnerships with parents?
Mr N Barlow	Team inspector	English Science Information technology Design and technology History Religious education	Pupils' attitudes, values and personal development Special educational needs Equal opportunities

The inspection contractor was:

PBM Inspection Services Ltd
PO Box 524
Cheadle
Staffordshire
ST10 4RN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grindleford Primary School is a small village school in Derbyshire. A high proportion of the parents are engaged in professional occupations. There are 67 pupils on roll, taught in 3 classes. There are 7 pupils on the school's register of special educational needs (10 per cent). This is below the national average; two of whom have a statement of special educational need (three per cent). This is above the national average. There is no pupil for whom English is an additional language. The number of pupils eligible for free school meals (six per cent) is below the national average. There is a wide range of attainment on entry although, overall, attainment is above that expected for pupils of this age.

HOW GOOD THE SCHOOL IS

This is an effective school. Standards in mathematics and science are good in both key stages. Standards in English are good in Key Stage 1 but average in Key Stage 2. Standards are satisfactory in other areas of the curriculum. The quality of teaching is good overall. The headteacher provides satisfactory leadership. The school provides satisfactory value for money.

What the school does well

- Children under five and those in Key Stage 1 make good progress.
- Standards in English, mathematics and science at Key Stage 1 are good.
- Standards in mathematics and science at Key Stage 2 are good.
- Pupils with special educational needs are well supported and make good progress.
- Teaching is good overall.
- Pupils have very positive attitudes to learning, they work hard and concentrate well.
- Relationships are good and pupils are very well behaved.
- There are good links with the local community, which are used effectively to support pupils' learning.
- The provision for pupils' moral and cultural development is good, social development is very good.
- The school provides a supportive and caring environment.
- Most parents are very supportive of the school and take an active interest in their children's education.

What could be improved

- Some higher attaining pupils do not achieve as well as they might at the top of Key Stage 2, especially in English.
- There is no whole school curriculum plan, nor schemes of work for many subjects.
- Teachers do not always make effective use of their assessment of pupils' progress to inform their curriculum planning and ensure that work is well matched to pupils' needs and abilities.
- The governors do not have a clear strategic plan to deal with the long-term finances of the school and to ensure that the headteacher has sufficient time for management.
- The management role of all staff members is not defined clearly nor sufficiently developed.
- A significant minority of parents believe that communication about the way the school is managed and information about their children's progress is ineffective. This has led to a degree of misunderstanding and mistrust.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection of the school was in November 1995. Since then improvement has been satisfactory. Systems to monitor pupils' progress and the school's performance are in place, although these have been hampered by the limited management time available to the headteacher. The key issues from that inspection have been addressed. The provision for information technology has been improved and standards of achievement have been raised. Standards in religious education have been improved throughout the school. Teachers' planning has been improved with a common format for planning in use. However, long term curriculum planning is still an area of weakness to be addressed. Improvements have been made in the systems for monitoring pupils' progress and the use of day-to day assessment is used effectively in English and mathematics. However, in other subjects assessment is not always used effectively to ensure that work is well matched to pupils' needs. The good quality of teaching reported at the last inspection has been maintained. The good standards achieved by children under five have been maintained. In Key Stages 1 and 2, good standards of attainment in mathematics have been maintained and standards in science have improved. Good standards of attainment in English have been maintained at Key Stage 1, although higher attaining pupils do

not achieve as well as they might at Key Stage 2.

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	A*	D	D	E
Mathematics	A*	A*	A	B
Science	A*	A	A*	A

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

An "A*" grade indicates that the school's results were in the top five per cent of schools nationally. The small number of pupils in each year group means that comparisons with the national average or with schools with pupils from a similar background have to be treated with caution. On the evidence of the inspection, pupils make good progress in mathematics and science and attainment is good in relation to the national expectations at the end of Key Stage 2. Attainment in English is in line with the national expectation, although the higher attaining pupils are not achieving as well as they might. Taking the years 1996 to 1999 together, the performance of pupils in mathematics and science was very high in comparison with the national average. Their performance in English was above the national average. However, the results in the English tests have declined since 1997 whilst the results nationally have improved.

Attainment and progress in information technology and in religious education are satisfactory. In each of the other subjects, except history and design and technology, attainment and progress are satisfactory. In history and design and technology, the evidence is limited. There are no significant differences in attainment or progress between boys and girls or pupils of different background. Pupils with special educational needs make good progress. Appropriate targets for improvement have been set and the school is on course to meet them in mathematics but might struggle in English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	Behaviour is generally good throughout the school.
Personal development and relationships	Personal development is good. Pupils co-operate well with each other and their teachers. They are courteous and polite and when given opportunities to carry responsibility they are trustworthy and show initiative.
Attendance	Attendance is satisfactory. It is in line with the national average.

Children starting in the reception class settle well and quickly respond to the expectations of the teachers. All pupils demonstrate very positive attitudes to school. They enjoy a good relationship with their teachers and their classmates. They are usually keen to learn, respond well in lessons and behave well.

TEACHING AND LEARNING

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

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.

The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, all of the teaching observed was satisfactory or better, 70 per cent was good or better and seven per cent was very good. Teaching of children under five and those in Key Stage 1 is good. It was good or better in 91 per cent of the lessons observed and very good in 18 per cent of them. In Key Stage 2, teaching was never less than satisfactory and in 56 per cent of the lessons observed it was good. The main strengths are the very good relationships between adults and children. Support staff and voluntary helpers work closely with the teacher and make a very positive contribution to children's learning; teachers generally have high expectations and provide work, which is well matched to pupils' needs and abilities, and pupils respond well and make good progress. In some lessons in Key Stage 2 however, work does not always provide sufficient challenge for the higher attaining pupils. The teaching of mathematics is good throughout the school. Skills of numeracy are taught well. The teaching of English is good at Key Stage 1 and satisfactory at Key Stage 2. The skills of literacy are taught well in Key Stage 1. The weakness in Key Stage 2 is that low expectations of what pupils can and should achieve mean that a significant number of pupils, especially at the top of the key stage, do not use correctly what they have learned when they come to face a new task in a different setting.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five and for those in Key Stage 1 is good. The curriculum in Key Stage 2 is satisfactory. All the requirements of the National Curriculum and religious education are met and pupils are provided with interesting and relevant activities.
Provision for pupils with special educational needs	Provision is good. There are effective systems in place, which meet the requirements of the Code of Practice. Pupils are identified early and given additional support. Their progress is reviewed regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Attitudes and values are well promoted. The daily act of collective worship and the teaching of religious education meet statutory requirements. Pupils are effectively taught right from wrong and helped to develop an understanding of underlying moral issues. Good opportunities are provided for pupils to learn to cooperate and work as a member of a team and of a community. British culture is well promoted; opportunities are provided for pupils to learn about major world religions and Eastern cultures.
How well the school cares for its pupils	The school cares for its pupils well. In this small school with its family atmosphere, staff know the pupils well as individuals and create a supportive environment in which pupils can grow in maturity at their own pace.

Overall, the partnership with parents is satisfactory, however there are significant concerns to be addressed. The curriculum for children under five and for those at Key Stage 1 is good. The teacher plans carefully to ensure that work is well matched to the spread of ages and abilities in the class. Very effective use is made of support staff to lead a range of activities that help pupils to make good progress. Priority is given to the core subjects of English and mathematics and other subjects are organised using a topic approach. The curriculum at Key Stage 2 is satisfactory. All the National Curriculum requirements are met and pupils are provided with interesting and relevant activities. However, long term curriculum planning does not yet ensure the progressive development of key skills in some areas such as history and geography.

Teachers know their pupils well. However, teachers do not always make effective use of assessment to support their planning. Consequently, the same work is planned for pupils of all abilities and progress, particularly for higher attaining pupils, could be better in these lessons.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The overall quality of the school's leadership and management is satisfactory. The headteacher provides a clear educational direction for the school. The management role of other staff members is neither clearly defined nor sufficiently developed.
How well the governors fulfil their responsibilities	Governors provide effective support for the school. They have a clear view of the needs and priorities of the school. However, the constant uncertainties over future funding means that governors have not developed a strategic plan to deal with the longer term priorities facing the school.
The school's evaluation of its performance	Systems have been established to monitor teachers' planning and the standards of pupils' work. However, evaluation is restricted by the limited time available to the headteacher for management and monitoring.
The strategic use of resources	The school development plan clearly identifies areas for improvement and links these to the budget. Effective use is made of the staff, accommodation and learning resources.

The headteacher has limited time available for management and for the monitoring of standards and the quality of teaching and learning. Curriculum co-ordinators do not have a clear role in the monitoring of standards in their own subject areas across the whole school. There are sufficient, well qualified and experienced teachers and support staff to meet the needs of pupils. The accommodation is used effectively, making the best possible use of the limited space available. However, it is very restrictive. Learning resources are generally adequate, although there is a lack of large equipment for physical education. Collectively the, headteacher, staff and governors contribute effectively to the quality of education provided and to the standards achieved by the pupils. They have established a positive ethos for the school. The school makes satisfactory use of the principles of best value. The school is not fully meeting the statutory requirements relating to information for parents in the school prospectus.

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. • The behaviour in school is good. • The school expects children to work hard and achieve their best. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • A greater range of interesting activities outside lessons. • Better information about how their child is getting on. • The school working more closely with parents.

The inspection findings support the parents' positive views. The school takes part in a wide range of activities involving music, dance and sport with other schools in the locality. There are also opportunities for Key Stage 2 children to be involved in activities such as cycling proficiency, cookery and art. Pupils' written reports provide useful information about their progress and standards of achievement in English and mathematics, but many of the comments about other subjects relate mostly to the topics that have been covered and pupils' attitudes towards their work and not about the progress made. Although they are very supportive of the school, a significant minority of parents raised concerns about problems of communication with some staff members. This lack of two-way communication has led to a degree of misunderstanding and distrust. It is clear that all those involved with the school are dedicated to providing the best education possible for the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards among the oldest pupils currently in school are above average in mathematics and science and average in English. The pupils' work and performance in lessons show that progress is good in mathematics and science and satisfactory in English. The 1999 test results at age eleven were well above average in mathematics and science but below average in English. There is a need for great caution when making annual comparisons because of the very small size of each year group. There are no significant differences in attainment or progress between pupils of different gender or background. Pupils with special educational needs made good progress in relation to their difficulties.

2. There is a broad range of attainment on entry to the reception classes although, overall, attainment on entry is above that expected for the age group. Pupils under five make good progress in all areas of learning. By the time they enter compulsory education, shortly after they are five, nearly all of them attain or exceed the nationally agreed desirable learning outcomes in personal and social development; language and literacy; mathematics; knowledge and understanding of the world; creative development and physical development and are working within the National Curriculum programmes of study. The good standards reported at the time of the previous inspection have been maintained.

3. Pupils' attainment in the 1999 National Curriculum tests for seven-year-olds in reading and mathematics was well above the national average and also well above average in comparison with schools with pupils from similar backgrounds. Their attainment in the writing assessments was very high in comparison with the national average and in comparison with schools with pupils from similar backgrounds. Teacher assessments in 1999 indicate that the number of seven-year-old pupils attaining the national expectation in science was above the national average; the number of pupils attaining the higher level was well below the national average.

4. The good standards of attainment in English, mathematics and science reported at the time of the previous inspection have been maintained. Results in the National Curriculum tests have been consistently well above the national average between 1996 and 1999. The small number of pupils in each year group means that annual variations in standards are not necessarily linked to variations in the quality of teaching. The work seen in lessons and samples of previous work indicate that current standards of attainment in English, mathematics and science are good in relation to the national expectations for seven-year-old pupils at the end of Key Stage 1.

5. The findings are that pupils make good progress throughout Key Stage 1 in English, mathematics and science. Most pupils are competent in the early skills of reading and are developing a range of strategies for attempting unknown words. Their writing shows an increasing fluency and control, with simple punctuation being used accurately. By the end of the key stage, pupils read a range of texts with fluency and understanding. They use capital letters and full stops appropriately in their writing, with simple words spelt correctly. They develop their ideas logically in a sequence of sentences. In mathematics, they develop understanding of the number system and their mathematical vocabulary. By the end of the key stage, they are able to carry out written calculations accurately and most have a good knowledge and understanding of number facts. They have a good knowledge of shapes and measures. In science, the majority of pupils have a good understanding of living things; materials and their properties; and physical processes. They can name and talk about different parts of the human body, know about a range of materials, and can make an electrical circuit. The majority can carry out suitable investigations and communicate their findings through simple writing, charts and pictures.

6. The overall attainment of eleven-year-old pupils in English in the 1999 National Curriculum tests was below average and well below the average in comparison with schools with pupils from similar backgrounds. Although the number of pupils who attained the national expectation was close to the average, no pupil attained the higher level, which was very low compared with the national picture, and this is why attainment overall is below average. The eleven-year-old pupils' attainment in mathematics in the 1999 tests was well above the national average and above average in comparison with schools with pupils from similar backgrounds. Their performance in science was very high in comparison with the average and well above average in comparison with schools with pupils from similar backgrounds. The attainment of eleven-year-olds in the mathematics and science tests has been consistently well above the national average between 1996 and 1999. Their attainment in the English tests however, has declined since 1997 when it was well above the national average, to 1999 when it was below the national average. The overall trend in the school's results in

the English, mathematics and science tests at age eleven shows a decline, whilst the national trend shows an improvement. The school has set realistic and challenging targets for the coming year.

7. Attainment among eleven-year-olds currently in school is good in mathematics and science and satisfactory in English, although the higher attaining pupils are not achieving in English as well as they might. The good standards of work in mathematics reported at the time of the previous inspection have been maintained. Standards in science have improved from being sound to now being above average. However, standards in English, which were described as good, are now in line with the current national average.

8. Pupils throughout the junior key stage read independently from a range of texts and other material, effectively deploying their comprehension skills. They extend their range of writing, developing their knowledge and understanding of the rules of grammar and spelling. By the end of the key stage, many pupils are able to compose sustained pieces of writing. However, the work of a significant number of pupils shows a lack of consistency in the application of many of the grammatical, punctuation and spelling skills taught. They are familiar with a good range of literature and are able to locate key information accurately and extract appropriate information. In mathematics, they develop understanding of the number system and measures and make good progress in developing mental strategies. By the end of the key stage, the majority of pupils have a good understanding of place value; can use the four basic operations well; have an awareness and knowledge of shapes and their properties; and a good appreciation of the number system and measures. In science, no experimental or investigation work was seen during the inspection but evidence in workbooks shows that much individual activity of this kind had been undertaken since September. Pupils have a good understanding of the human body and its needs to maintain a healthy lifestyle. They make good and correct use of appropriate technical vocabulary, for example nutrients, vitamins, protein and carbohydrates. A significant majority of pupils are able to use resource material effectively to obtain information and to record their findings appropriately.

9. Progress in information technology is satisfactory and attainment for the substantial majority of pupils is in line with the national expectation at the end of each key stage. Throughout Key Stage 1 there is evidence of considerable improvement in standards since the last inspection. Standards now reached by pupils in Year 2 are never less than the national expectation and some pupils achieve above this. They have well developed word processing skills. They can enter information and edit it competently and they can save their work. Examples of simple data handling have also been observed. Standards of attainment at the end of Key Stage 2 are in line with the national expectation. Pupils can produce good quality writing and many can create texts in a variety of formats. Most pupils demonstrated good keyboard skills. They can access electronically stored encyclopaedias to enhance their studies in history, geography and science, a good example was seen in work done on healthy eating. They can add to, amend and seek information from data.

10. Speaking and listening skills are used effectively to enhance learning across the curriculum. Pupils listen carefully, follow instructions and are able to ask and answer questions as part of class or group discussions. Pupils are also able to make effective use of their reading and writing skills to support learning in other subjects. Standards of numeracy are good throughout the school and pupils make good use of their number skills in other curriculum areas, for example when measuring or collecting and presenting data in science. Skills of information technology are used effectively to support learning across the curriculum.

11. Standards in art, geography, physical education and music are satisfactory at the end of both key stages. Standards in religious education are satisfactory and consistent with the locally agreed syllabus. The evidence in history, and in design and technology, is limited because these subjects were not taught during the days the inspectors were in school. Pupils with special educational needs are well supported and they make good progress in relation to the targets set in individual education plans, which in most cases are concerned with literacy.

12. Appropriate targets for 91 per cent of pupils in English and mathematics to attain the national level for a typical eleven-year-old have been set for the tests in 2000. The pupils' work and school records show that they are on course to achieve these targets in mathematics but might struggle in English.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to school and to their work are very positive. They are keen and eager to learn, for example, one new pupil in Year 2 commented that he liked "being at this school because you get lots of hard work which is interesting". The vast majority of pupils listen well in lessons and assemblies, some of which are designed to promote positive attitudes and relationships such as a helping hands assembly. The pupils join

willingly in discussions. Most listen well to other pupils' talk and are very tolerant of all contributions to discussions. Levels of concentration vary but generally they are high and the majority of pupils show pride in what they can do. They volunteer eagerly to demonstrate their ability to read, for example.

14. The school now has a discipline and behaviour policy endorsed by governors. Pupils' behaviour in and around the school is very good. Pupils are generally polite to the many adults who work and visit the school and also to other pupils. They show respect for equipment, for their own property and for that of others. The majority work quietly on their own and constructively in groups when asked to do so, although some could be more productive at times. Parents say they are very happy with behaviour and discipline in the school. Relationships are very good and there is no evidence of bullying.

15. Opportunities to promote the personal development of pupils are good. Pupils assume important responsibilities in the classroom and in the school generally. In lessons they know where to find equipment and use initiative in getting it when needed. In class 3, a system of information technology 'experts' provides support to other class members, on a rota basis, when difficulties occur. In class 2, a 'buddy' system operates in which class members have a 'friend' to help and support them when necessary. In Year 6, pupils plan and organise a formal meal for parents during the course of work on food technology. Opportunities to demonstrate responsibility arise through involvement in charity work or in community activities.

16. Overall levels of attendance are satisfactory. The great majority of pupils arrive at school regularly and punctually for most of the year. However, large numbers of parents choose to take their children on holiday during term time and this inhibits the progress of all pupils because teachers have, of necessity, to repeat work that has been missed.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils apart from the highest attaining pupils in English in Years 5 and 6. During the inspection, all of the teaching was satisfactory or better, 70 per cent was good or better and eight per cent was very good. The overall quality of the teaching is better than is typical nationally.

18. Teaching of children under five and those in Key Stage 1 is good. It was good or better in 90 per cent of the lessons seen and very good in 20 per cent of them. This is much higher in quality than the average in Key Stage 1. In Key Stage 2, teaching is never less than satisfactory and in 56 per cent of lessons it is good.

19. The main strengths are the very good relationships between adults and children. Support staff and voluntary helpers work closely with the teacher and make a very positive contribution to children's learning. Relationships are usually very positive and most pupils respond well to teachers' expectations of good behaviour. The teacher in Key Stage 1 has a very good understanding of how young children learn. Her own subject knowledge is also very good. In Key Stage 2, teachers' subject knowledge is sound overall. Teachers make good use of questioning to develop and assess pupils' understanding and they give clear explanations. They effectively build on pupils' earlier learning and use the opportunities of whole class sessions to review and assess pupils' understanding of previous work. The teacher in Key Stage 1 has high expectations. Lessons are well planned and provide work that is well matched to pupils' needs and abilities. Pupils respond well and make good progress. In a small number of lessons in Key Stage 2 however, expectations of the high attaining pupils are too low and their work does not provide them with sufficient challenge. Planning is less effective in ensuring a match of work to the needs of pupils, especially in English, and does not provide for a clear development of skills in subjects such as history and geography.

20. Almost all lessons proceed at a lively pace and pupils work hard, showing good levels of concentration and develop their knowledge, skills and understanding. However, in a small number of lessons in Key Stage 2, the work for the high attaining pupils slows and their time is used inefficiently. This apart, the teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. The use of written marking is less consistent. The use of written comments is not always used effectively to ensure that pupils are aware of areas that need to be improved or to set clear individual targets for improvement.

21. The quality of teaching in mathematics is good throughout the school and basic skills of numeracy are taught well. The teaching of English is good at Key Stage 1 and satisfactory at Key Stage 2. The basic skills of literacy are taught well in Key Stage 1. The weakness in Key Stage 2 is that low expectations of what pupils can and should achieve mean that a significant number of pupils, especially at the top of the key stage, do not use correctly what they have learned when they come to face a new task in a different setting.

22. Teachers make positive efforts to ensure that appropriate support is provided for pupils who have special educational needs. Any problems are identified quickly, and individual education plans are established which enable pupils to achieve as much as possible. The specialist support teaching provided when groups are withdrawn from lessons is good.

23. Homework is used effectively to support learning. From the time they start in the reception class, pupils are expected to read at home. The amount of homework given to pupils is increased as they progress through the school. This takes a variety of forms including reading activities, mathematics and following up class work to support learning across the curriculum.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

24. The curriculum provided for children under five is good. Children are provided with a broad range of well planned activities which help them to acquire appropriate skills and understanding by the age of five. The curriculum is based on the six areas of learning recommended for children of this age and there is appropriate emphasis on literacy and numeracy as well as personal and social skills. Planning for all areas of learning is very good, as is the match of activities to the needs of the pupils. The curriculum for the young children is based on purposeful first hand experience and moves on into the early stages of Key Stage 1 as pupils become ready. Staff have worked hard to produce a rich and stimulating learning environment in which pupils are provided with opportunities to become independent learners.

25. This is a small rural school with only three classes, each of which contains a number of different age groups. Difficulties in planning and presenting an appropriate curriculum are therefore increased. The previous inspection highlighted the need to develop a system of whole school planning which ensures continuity and progression and a more consistent coverage of the National Curriculum. A rolling programme of study for subjects such as science, history and geography has been devised to ensure appropriate coverage of the National Curriculum. However, there is no overall curriculum plan which identifies how important subject skills, such as investigation, research and design, are to be addressed in the context of what is to be taught, and how these skills are developed over each key stage. This was an issue which was raised by the previous inspection and which has not yet been satisfactorily resolved.

26. In Key Stage 1, the teacher plans carefully to ensure that skills are developed systematically and that work is well matched to the wide range of needs and abilities in the class. In Key Stage 2 however, the lack of a clear long term curriculum plan leads at times to a loss of continuity and progression in the development of skills. At the time of the inspection, all pupils in Key Stage 2 were studying a topic on the Hope Valley. Whilst there was some evidence of pupils covering different aspects of this work, much of the content was similar for pupils in Years 3 to 6, with no apparent progression or development of the skills involved.

27. The curriculum in both key stages meets statutory requirements in teaching all National Curriculum subjects and religious education which is planned in accordance with the locally agreed syllabus. The school has successfully implemented the National Literacy and Numeracy strategies, both of which are having a beneficial effect on standards of attainment and progress. The curriculum provides equality of access and opportunity for all pupils to learn and make progress. Provision for personal and social education permeates the work of the school as a whole and is an area of strength. Health education is incorporated into the curriculum satisfactorily.

28. The curriculum provision for pupils with special educational needs is good. There is an effective system for identifying these pupils. Individual education plans are detailed and relevant and are reviewed regularly and pupils make good progress.

29. The curriculum is enhanced by a range of visitors to the school and educational visits, including residential visits, which increase pupils' understanding of the world beyond school and also foster their social development. Pupils in Key Stage 2 have opportunities to take part in a wide range of extra curricular activities including music, dance and sport when the school takes part in a variety of events with other local schools. They also have cycling proficiency training and a cookery club. Effective use is made of homework to extend and consolidate class-based learning.

30. The school makes good provision overall for the personal development of its pupils. An overriding majority of parents express satisfaction and pleasure with the values and attitudes promoted by the school. The provision for spiritual development is satisfactory and much of it is provided through daily acts of worship and

religious education. Planning for acts of worship and religious education is based on the Derbyshire agreed syllabus. Themes for acts of worship explore major issues such as caring for ourselves, for others and for the world in which we live. In one assembly younger children were given the opportunity to think about the healing hands of Jesus and relate these to the hands of those people who help us today. In religious education, a major area of focus is to reflect not only on the ways in which Christians view the world but also those who hold other values and beliefs. Another whole school assembly drew attention to the ten commandments of an American Indian chief, driven from his lands by white men in the mid 19th century. "Treat the earth with respect and those who dwell on it". Pupils were invited to reflect on this and ask for their own God's help in following this commandment.

31. Provision for the moral development of pupils is good. Younger pupils quickly learn to share, co-operate in groups and develop their understanding of right and wrong. As pupils get older they are encouraged to respond with increasing responsibility to the values and expectations of adults and parents involved in the school community. Opportunities are provided to discuss moral issues, such as the need for rules in games, and when we live in a community or society with others. At the same time, extensive involvement with local and national charities reinforces pupils' understanding of moral obligation for the welfare and well being of others. Examples here include aid for Romania and for children's charities.

32. The school makes very good provision for social development by encouraging self-discipline. All adults in the school community support the positive behaviour policy and procedures that have been carefully developed by the school. This policy provides clear guidance on what is expected. Numerous extra-curricular activities provide pupils with opportunities to interact with their peers and adults, to co-operate in groups and represent the school in a variety of sporting, outdoor and musical events. A particularly valuable opportunity has been provided for older pupils to attend the Kingswood Centre for three days. There they have been able to engage with others in a range of outdoor pursuits as well as to do some extension work with computers. Partner school links are satisfactory.

33. The school's provision for extending cultural awareness is also good. In the recent past, visits have been arranged to the plague village of Eyam, to a pin making factory in Hathersage and to a local cement works. Further afield, pupils have visited Sheffield Toy Museum. A former resident of Derwent village, one of the flooded villages in the Derwent valley, who visited the school, has recently provided an interesting insight into local history and culture. Members of the Chesterfield Football Club have visited the school. Other visitors are regularly welcomed into the school including students, church leaders and musicians. Pupils are encouraged to develop their own cultural interests. All of the junior pupils play musical instruments and their contributions to local festivals are valued. Progress is being made slowly in introducing pupils to the cultural traditions of other countries, especially through stories in work on literacy and religious education. A recent visit has been made to a Hindu temple.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. In this small school with its family atmosphere, staff know the pupils well as individuals and create a supportive environment in which pupils can grow in maturity at their own pace. Arrangements to ensure child protection are clear and appropriate. Procedures to ensure the health and safety of pupils are good, with staff undertaking regular risk assessments.

35. Since the time of the previous inspection, the school has drawn up a behaviour and discipline policy that is put into effective day to day practice. There are good arrangements to monitor the behaviour of those who cause concern but these seldom need to be implemented, and pupils work and play in an atmosphere that is free from bullying. Staff monitor attendance diligently and make clear to parents its importance but too many still choose to take their children on holiday during term time.

36. Since the last inspection, the school has continued to develop its systems for assessing and recording pupils' attainment and progress in mathematics and English. For instance, it has improved provision by including optional national tests in Years 3, 4 and 5 where statutory testing does not take place. This enables the school to track the progress and improvement of groups of pupils through the school. However, similar principles are not applied to other subjects across the curriculum and there is no coherent system of assessment to assist teachers in their planning. Consequently, in a number of lessons, the same work is planned for pupils of all abilities and progress, particularly for higher attaining pupils, could be better in these subjects. Day to day assessment in most lessons is sound, overall. Teachers often make good use of question and answer sessions at the beginning and end of lessons to assess what has been learned.

37. To a large extent, the monitoring of the overall development of pupils is carried out informally. This is generally effective, in that staff know their charges well, but can lead to some lack of information and consistency should staff be absent for any length of time. More formal systems, such as those that are in place for pupils identified with special educational needs, work well to support them in their academic and personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents are very interested in and supportive of their children's education, and this leads them to provide unusually high levels of support for the school. A good number of parents, and others from the village, help in school on a regular basis while more are always willing to help with, for instance, transport on educational visits within the local area, or the rota to accompany pupils to their weekly swimming lesson. They listen to what their children have been learning about in lessons, and many lend, for example, books or models about the body when this is being covered in science, or encourage their children to write creatively at home. Parents are also very generous with financial support for the school, much of which is raised through the efforts of the Parents and Friends Association. They attend school events, such as evenings to discuss their children's progress, in large numbers.

39. The information that the school provides for parents is satisfactory both in quantity and quality, particularly given the small amount of administrative time available to staff. A regular newsletter informs parents about events, but the amount of information that it contains about what pupils will be studying in the coming term has diminished over recent months. Pupils' written reports provide useful information about their progress and standards of achievement in English and mathematics, but many of the comments about other subjects relate mostly to the topics that have been covered and pupils' attitudes towards their work.

40. Although they are so supportive of the school, through their responses to the questionnaire, at the meeting held prior to inspection and during the week itself, a significant minority of parents raised concerns about problems of communication with some staff members. They find it difficult to work in partnership with the school when they raise concerns about how it is run or how their own child is progressing, and this lack of two-way communication has led to a degree of misunderstanding and distrust. It is clear that all those involved with the school are dedicated to providing the best education possible for the pupils. It is now necessary for any misunderstandings to be cleared up, to the advantage of everyone who forms part of the school community and, ultimately, in order to improve the quality of education provided for pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The overall quality of the school's leadership and management is satisfactory. The headteacher provides a clear educational direction for the school. Collectively the headteacher, staff and governors contribute effectively to the quality of education provided and to the standards achieved by the pupils. They have established a positive ethos for the school. Aims which are clearly expressed and understood and are reflected in all aspects of the school's work.

42. The governors are kept well informed about developments in school and many of them are regular visitors. They provide effective support for the school and are developing their management role. Individual governors have responsibility for areas such as special educational needs, literacy and numeracy. They have established committees to oversee and meet the requirements of their statutory responsibilities. However, the school is not fully meeting the statutory requirements relating to information for parents in the school prospectus.

43. Systems for the monitoring of standards and the quality of teaching and learning have been established. However, their effectiveness has been reduced by the headteacher's very heavy teaching commitment, which reduces the time available for monitoring. Since the last inspection, the school has continued to develop its systems for monitoring pupils' attainment and progress in mathematics and English. This enables the school to track the progress and improvement of groups of pupils through the school. The headteacher is aware of the need to raise standards in English at Key Stage 2, especially for the higher attaining pupils. There is some evidence that higher expectations of pupils in Years 3 and 4 is raising standards, however, this is not yet the case in Years 5 and 6.

44. Effective systems are in place for the professional development of staff. Priorities for training are becoming more closely linked to the school development plan. The introduction of the National Numeracy Strategy has been a recent priority and this has involved whole school training.

45. The management role of other staff members is neither clearly defined nor sufficiently developed. Curriculum co-ordinators do not have a clear role in the monitoring of standards in their own subject areas across the whole school. The implementation of the National Literacy Strategy and National Numeracy Strategy has provided a useful and effective framework for curriculum planning. However, in many other subjects, the schemes of work require revision in order to provide a clear framework to support teachers' planning.

46. The provision for pupils with special educational needs is managed effectively. The school fulfils the requirements of the code of practice in having a special needs register, consulting parents, and holding annual reviews. The school has effective strategies in place to promote skills of literacy and numeracy.

47. The headteacher and governors have a clear view of the school's needs and priorities. The school development plan has been produced in consultation with staff and governors. This is based on a clear analysis of the school's needs. It is linked to the school budget, has clear criteria for success and is reviewed regularly to evaluate progress. However, the development plan does not clearly prioritise between the various issues facing the school. This results in the headteacher and staff having to deal with too many initiatives at the same time.

48. In setting the annual budget for the school, governors have established an underlying principle that the full-time staffing equivalent for the school must not be allowed to fall below that of three full-time teachers, including the head teacher. This principle is firmly endorsed by parent governors and is in line with views of the parent body, particularly as represented through the Parents and Friends Association. In maintaining this principle, governors have also expressed a secondary but significant concern, which is to preserve the status of assistant teachers currently working in the school. These two factors have an overriding influence on the way in which the overall school budget is both established and deployed.

49. The annual budget share allocated to the school is insufficient to maintain the above arrangements. To do so requires an additional subsidy of approximately 10 per cent and currently this is provided largely by a very significant annual donation from the Parents and Friends association and also from a local Trust Fund. The size of these contributions is negotiated with governors on an annual basis, depending on financial need. Thus, by implication at least, the budget setting process becomes a joint exercise involving not only the headteacher and the whole of the governing body but also other deeply interested parties. The size of the Trust Fund donation has diminished considerably recently and as a result a heavier burden is now falling on parents. In following this approach to the financial affairs of the school, the governing body's long term strategic planning options are restricted.

50. In terms of pupil achievement at Key Stage 1 and in the core subjects of mathematics and science at Key Stage 2, pupils in the school appear to benefit from these decisions. There are however some less obvious but nevertheless important disadvantages. Governors currently find themselves unable to implement in full the local authority guidelines in respect of non-contact managerial time for head teachers. At the same time, the appointment for the last two years of a school cleaner rather than a caretaker has placed additional responsibilities on the headteacher. Also, expenditure on resources is a clear target for financial cuts and currently represents a low percentage of the overall finances available. Finally, a carry-forward figure of £220 per year is an insufficient amount with which to face unforeseen circumstances that may arise over a period of twelve months. The overriding weakness however resides in the lack of any long term financial plan for the growth and development of the school which is designed to shape the education of future cohorts of pupils.

51. Once the budget has been set, current financial controls are effective and correct administrative procedures are in place. The school applies the principles of best value satisfactorily. Up-to-date financial information is readily available to the head teacher and governors. Specific grants, including finances for pupils with special needs, are used appropriately and effectively. The last financial audit was carried out in October 1996 and has been acted upon appropriately.

52. The accommodation is used effectively, making the best possible use of the limited space available. However, it is very restrictive. One of the Key Stage 2 classrooms is very small; there is no hall and storage space is very limited. Since the previous inspection, arrangements have been made for Key Stage 2 pupils to have the use of a local sports pavilion for dance and gymnastics lessons. A school library has been created in the larger of the Key Stage 2 classrooms. The quality and range of resources to support pupils' learning is satisfactory, although there is no large apparatus available for physical education. The school recently has seen a marked increase in both quality and variety of information technology resources. Funding for these developments has come from the National Grid for learning, the local authority, grants from the Trust Fund, the Parish Council and local businesses. All this additional funding has been well targeted and is helping to

improve standards. Information technology is also being developed to support administration within the school.

53. Teaching and support staff are normally used to good effect and work closely together with the common goal of raising standards. The cleaners, school meals and supervisory staff help to provide a clean, safe and healthy environment for pupils and make a valuable contribution to their well-being.

54. Day to day administration proceeds with calm efficiency and purpose enabling the school to function effectively. The school secretary provides good support. There are good ordering arrangements and systems for routine expenditure that generally ensure that best value principles apply.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to further improve the quality of education and the standards of attainment, the headteacher, governors and staff should:

- ž improve standards of attainment in English at Key Stage 2 by raising teachers' expectations of what pupils can and should achieve (paragraphs 74-92);
- ž develop effective assessment procedures which will enable teachers to record pupils' attainment; monitor progress; inform planning and accurately match work to pupils' needs (paragraph 36);
- ž develop a coherent whole school plan for the curriculum to support teachers' planning and provide for continuity and progression in the development of skills; improve the consistency with which teachers use their knowledge of pupils' attainment to plan work which is well matched to their needs and abilities (paragraphs 25, 26, 108, 113, 119, 125, 131, 160);
- ž develop longer term financial planning to ensure it meets the needs of the school and provides for sufficient management time for the headteacher (paragraph 50);
- ž define and develop the management role of all staff to enable them to play a full part in the monitoring and evaluation of standards and curriculum development (paragraphs 45);
- ž improve the communication with parents in relation to:
 - the management of the school, clarifying the responsibilities of the governors, the headteacher and the parents;
 - the information they receive about their children's progress (paragraphs 37, 38).

56. In addition to the key issues above, the following less important weaknesses should be considered in the action plan:

- ž ensure that the information for parents in the school prospectus meets statutory requirements (these are indicated in paragraph 42).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	63	30	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)	67
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	7

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	8
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	5.9
National comparative data	5.4

Unauthorised absence	%
School data	0.2
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	2	4

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	2	2	2
	Total	4	4	4
Percentage of pupils At NC level 2 or above	School	100	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	2	2	2
	Total	4	4	4
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

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	6	5	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	3	4	5
	Total	8	9	10
Percentage of pupils at NC level 4 or above	School	73	82	91
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	4
	Girls	3	4	4
	Total	6	8	8
Percentage of pupils at NC level 4 or above	School	55	73	73
	National	68	69	75

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	67
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	1	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)	3.2
Number of pupils per qualified teacher	20.9
Average class size	20.7

Education support staff: YR-Y6

Total number of education support staff	2
Total aggregate hours worked per week	13

Financial information

Financial year	1998-9
	£
Total income (including donations)	120138
Total expenditure	113919
Expenditure per pupil	1727
Balance brought forward from previous year	-5991
Balance carried forward to next year	228

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	67
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don' t know
My child likes school.	61	34	5	0	0
My child is making good progress in school.	43	39	11	0	7
Behaviour in the school is good.	56	44	0	0	0
My child gets the right amount of work to do at home.	30	50	11	0	9
The teaching is good.	52	25	11	0	12
I am kept well informed about how my child is getting on.	32	36	25	5	2
I would feel comfortable about approaching the school with questions or a problem.	48	36	7	9	0
The school expects my child to work hard and achieve his or her best.	48	50	0	0	2
The school works closely with parents.	20	43	30	5	2
The school is well led and managed.	30	34	16	11	9
The school is helping my child become mature and responsible.	41	50	2	0	7
The school provides an interesting range of activities outside lessons.	23	23	25	20	9

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. Pupils are admitted into the reception class at the beginning of the term prior to their fifth birthday. At the time of the inspection there was one child under five years of age. The children under five are taught within the classroom shared by the pupils in the reception and Years 1 and 2. On entry, there is a wide range of attainment, although many pupils are attaining above the expectation for their age.

58. The good standards of attainment reported at the time of the previous inspection have been maintained. The children, including those with special educational needs, make good progress in all areas of learning. By the age of five years, most attain or exceed the desirable learning outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development and many are working within the National Curriculum framework.

59. The quality of teaching is good. Teachers and classroom support staff work together as a very effective team. The expertise and experience of the support staff and voluntary helpers is recognised and used well. They make a very significant contribution to children's learning. The good teaching is characterised by thoughtful and sensitive relationships with pupils and a teaching style that is direct and well organised. Staff have appropriately high expectations of behaviour and attainment. The adults value the children and respond to them with delight and encouragement whilst at the same time systematically assessing and noting what each child understands and can do. They then plan to meet these needs and, when working closely with a small group or individuals, are effective in combining both work towards their planned objectives and following the interests and comments of individual children.

60. The education provided for children under five is good. Children are provided with a broad range of well planned activities which help them to acquire appropriate skills and understanding. They approach their work and play with enthusiasm and show good powers of concentration and perseverance. They are secure and at ease with adults and with one another. All staff have a good knowledge of the curriculum for under fives and of how young children learn. All areas of learning, with the exception of outdoor play, are well resourced.

61. The curriculum planning is related to the National Curriculum although it takes into account the areas of learning identified in the nationally agreed desirable learning outcomes for children under five. Staff plan a programme of topics to which activities are linked. There is a strong emphasis on language and numeracy skills.

Personal and social development

62. The children achieve appropriately by the time they are five. The children settle quickly into the school and are happy, secure and developing confidence. They form positive relationships with staff and other children. They gain independence and respond well to the opportunities they are given. Their behaviour is good and they have a clear understanding of right and wrong. They take turns and share resources. They are eager to learn and participate in the activities purposefully and enthusiastically. Children follow the classroom routines and conventions well. They take out and tidy away equipment and work independently when the opportunity arises.

63. Teaching is good. Staff are good role models for the children and are consistent in their approach. Class procedures and rules are reinforced throughout so that the children know exactly what is expected of them. Of particular note is the management of the classroom, the way children work, and the organisation of resources so that they are easily accessible to the children. This results in the children developing independent working habits and skills.

Language and literacy

64. By the time they are five, most children achieve what is expected for their age. The children, including those with special educational needs make good progress. Most children listen well and talk about their experiences. They are learning new words and are developing an increasing vocabulary related to all aspects of their work. The majority of children under five develop good speaking and listening skills. They listen well to instructions and questions and are keen to contribute to class or group discussions. They are confident when discussing their activities with visitors. They enjoy books and handle them carefully and know that words and

pictures carry meaning. Children are beginning to read and write familiar words. They develop appropriate skills of letter formation and by the time they are five they can write simple words using upper and lower case letters. They can tell stories using pictures, and are beginning to know some letters and sounds.

65. The teaching is good. As the children work, the staff talk to them and ask questions to promote their language skills. Staff urge the children to listen carefully and praise their contributions in discussions and this motivates the children's involvement. Early skills of reading and writing are introduced using a well structured approach.

Mathematics

66. Children make good progress, particularly number. By the time they are five years old, they achieve the desirable learning outcomes and are working within the National Curriculum. Provision focuses on the development of children's number skills and there are good displays and activities to develop the children's awareness of number. They use appropriate mathematical language when naming shapes such as square, rectangle and circle. They recognise, create and are beginning to record mathematical pattern using shapes and colours. They can count, recognise and write numbers to 10 and beyond and in practical activities can begin to solve simple mathematical problems involving addition and subtraction.

67. The teaching is good. The work is based on the National Numeracy Strategy with very effective use of whole class activities, which are introduced in an imaginative way to capture children's interest. Classroom support staff make an important contribution to pupils' learning through well organised group activities such as simple dice games which involve the recognition of numbers. Group work of this nature is very important because of the wide range of ages and abilities within the class.

Knowledge and understanding of the world

68. The children make good progress and most attain standards in line with expectations for this area of learning. They explore changes in themselves and their family over time, and discuss and explore the environment around and beyond the school. They become increasingly confident in working on the computers. By the time they reach five, they have explored a range of construction materials and enjoyed both focused activities and free play, which allows them to apply the skills and use of tools. The children can identify and name parts of the body. When playing with construction kits the children build interesting models. The children are developing good work habits as well as increasing their knowledge and understanding of the world around them. They have good cutting skills using scissors with increasing accuracy and safety and can join materials using glue.

69. Teaching is good. Activities are well resourced and planned and build on previous learning. These activities extend the children's experiences outside school. A topic approach to planning links the activities well and gives the children a purpose and helps them make sense of their work. Staff have high expectations of work and behaviour and make sure children understand what is expected of them.

Physical development

70. Children make good progress. Most achieve the desirable learning outcomes in this area of learning by the time they are five. In the classroom, the children move confidently, making sure they move around each other and the furniture carefully. They handle tools such as scissors, pencils and brushes with increasing control and accuracy. The school has no hall and therefore opportunities for indoor physical education are limited. However, the staff make very good use of physical education lessons in the classroom to provide opportunities for children to crawl, balance and jump, and to develop catching and throwing skills using an appropriate range of small apparatus. When the weather allows, they have access to an outdoor play area with a range of equipment to help their physical development. However, there is no equipment other than the rope course to develop their climbing skills.

71. The teaching is good. Staff provide many opportunities for children to develop physical skills and show the children how to use equipment safely, for example how to hold the scissors correctly when cutting. They make children aware of the need for safety when climbing, balancing and jumping from the apparatus. Staff set appropriate challenges and provide lots of encouragement to develop children's confidence and skills.

Creative development

72. Children's attainment is in line with what is expected by the time that they are five. All children,

including those with special educational needs, make good progress. Painting and collage activities provide opportunities for children to work in different colours and textures. The children enthusiastically join in singing and have opportunities to listen to and play simple percussion instruments. They make models using clay and recycled materials

73. The quality of teaching is good. The staff encourage the children to talk about their work and express feelings. The planning of appropriate activities, along with the use of a good range of resources, results in children being able to achieve the intended learning outcomes in this area of learning.

ENGLISH

74. At the end of Key Stage 1, overall standards reached by the majority of pupils are above average. These findings are supported by consistent results in National Curriculum tests and tasks over the past four years.

75. Pupils' speaking and listening skills are above average. All pupils can listen attentively to their teacher and offer appropriate comments in class discussions, as, for instance, when talking about 'Simons's route' or 'the shopping basket'. The majority of pupils are confident in talking with adults, especially about their work. They can explain clearly what they have been asked to do and how they are doing it, for example when writing sentences containing the 'ph' sound. These well-developed skills are apparent not only in English lessons but also in activities across the curriculum, for example in assemblies, in music lessons and when following instructions and explaining their computer work.

76. At the end of Year 2, pupils' attainment in reading is above average. Pupils are enthusiastic about reading, they read their books with pride and a high level of accuracy. They are developing a range of reading cues to help them establish the meaning of a story or to correct their own mistakes. They show understanding of terminology such as titles, author and characters, for example when discussing the story 'Cleversticks'.

77. Attainment in writing is also above average. Pupils are able to write interesting sentences when wanting to illustrate the meaning of certain words and use basic punctuation marks accurately and consistently, for example capital letters, full stops and inverted commas. They make correct use of 'an' before a vowel. Good knowledge of the alphabet has been acquired and is exemplified by confident use of the dictionary. Basic spelling is accurate and, where spelling errors are made, they are often plausible phonically. Handwriting is generally legible and often shows good control with well-shaped, well spaced letters and words.

78. At the end of Key Stage 2, overall standards reached by the majority of pupils are average. These judgements are based on observation of lessons, an analysis of pupils' written work, talking with pupils and hearing them read. They are supported also by results in National Curriculum tests over the past two years though small cohort sizes mean that care is always necessary in the interpretation of such results.

79. The majority of pupils can listen carefully in lessons and assemblies and can respond to questions in teacher-led discussions. Their responses however, though accurate, are often brief and lack elaboration. They can devise their own questions, for example in preparation for a discussion with a local resident on the flooding of the village of Derwent. Higher attaining pupils show an ability to go beyond simple factual questions into the realms of feelings and emotions. The degree of confidence shown by pupils when talking to adults is variable, for example many restrict their responses to short factual answers when asked to talk about their work or books they have read.

80. The majority of pupils can read different types of texts with accuracy and understanding. When reading aloud, however, many do so with little expression. They can identify characteristics of certain types of stories and, for example, understand the differences between fables, myths and legends. Those who choose to read books to further their own learning, for example on aspects of science, are able to locate key information accurately in the book and extract appropriate information. They can make judgements about the books they are currently reading, though the depth and quality of these judgements are very variable.

81. The majority of pupils can write in a variety of forms and in response to a range of stimuli including poems, their experiences, interests and class activities. They have knowledge of punctuation marks including question marks, inverted commas and possessive apostrophes. They are developing some understanding of the grammar of more complex sentences. They have a growing interest in words through discussion of language use and are developing an understanding of prefixes, suffixes, synonyms and antonyms and figures of speech, such as similes and metaphors. Spelling practice is helping them in their spelling of simple and more complex

polysyllabic words. There is little requirement for pupils to plan, draft, revise, proof read and present their final copies for assessment. Nor do higher attaining pupils carry out more demanding tasks, such as selecting a particular tone, style, format and choice of vocabulary in writing for various unfamiliar audiences. An overriding weakness in the written work of a significant number of pupils is the disappointing lack of consistency in application of many of the grammatical, punctuation and spelling skills learnt elsewhere.

82. Throughout Key Stage 1, pupils' learning is good and they are making good progress. Reception pupils are developing their speaking and listening skills in discussions with their teacher and other adults. They talk about stories they have heard, they discuss rhyming works, they choose objects from a box, they are learning to name them and identify initial sounds. Higher attaining pupils are able to identify final sounds. They can write their own name, they can read and recognise colours and are practising to write colour names. In Year 1, pupils develop their listening and speaking skills by concentrating on stories and making relevant responses to questions about the content. They are eager to join in discussions about words and what they mean. Pupils' progress in reading is good. They show an interest in words and sentences. The majority of pupils read aloud with increasing confidence and fluency. They show good understanding of the text and enjoy reading 'funny' stories. In written work, pupils are clearly progressing in their ability to trace, copy, compose and write their own sentences and eventually stories.

83. Pupils with special educational needs are also making good progress in these classes. Progress in mastering the basic skills in the use of English is slower but identifiable in terms of simple reading and written work. Concentration span is being extended and with it greater ability to listen attentively. Confidence when speaking with adults and interacting with other pupils is growing.

84. In Key Stage 2, progress is variable but is satisfactory overall for the majority of pupils. There is less satisfactory evidence of progress being made by older, higher attaining pupils. Younger pupils in this key stage are showing growing confidence in joining in discussions with their teacher about aspects of language such as similes and adjectives, and about stories and their experiences. As a result, pupils' knowledge of grammar, spelling and punctuation is growing and this increased understanding is evident in much of their work. Progress in handwriting skills is satisfactory as pupils move through the key stage and they have opportunities to write in a range of forms. Higher attaining pupils are not building sufficiently upon basic skills and developing the ability to plan, draft and improve work both on paper and screen and to appraise their own and others' writing.

85. Pupils with special needs at Key Stage 2 are making good progress in relation to their targets for improvement. Pupils are well known and well supported by staff. Additional support is well directed, regular and effective.

86. Throughout the school pupils have positive attitudes to learning. They listen attentively and want to succeed. Behaviour in all classes is good. Pupils show respect for adults and for the efforts of others. Pupils care for materials and classroom equipment well.

87. The quality of teaching is good in Key Stage 1. Literacy skills are taught effectively on a daily basis in accordance with the principles of the recommended literacy hour. The teacher has adopted a flexible arrangement for managing this strategy to accommodate the needs of three different age groups but has done so without sacrificing any of the advantages of pace and purpose gained through the clear targeting of learning objectives. The fact that pupils' acquisition of knowledge and understanding is consistently evident in their subsequent work is attributable directly to the high expectations of pupil performance, which prevail in this class. The teacher's ability to choose appropriate learning materials and set relevant and appropriate tasks is also a feature of this good teaching.

88. Class management is of a high order and the contribution of a significant number of adults in the classroom, including classroom assistants, is enhanced by the skilful use made of their expertise by the class teacher. Relationships are excellent and their teacher very well knows all pupils as individuals. However, some important aspects of assessment and recording are too informal and dependent on this personal knowledge. An example of this lies in the fact that there are no detailed written records of children's reading progress. Only records of letter sounds and word recognition are kept. This has implications for the continuity and progression of the learning and teaching, especially in the event of the teacher's absence.

89. The quality of teaching overall in classes Key Stage 2 is satisfactory. Owing to the continued absence of a permanent class teacher, judgements are based more heavily than is usual on an analysis of pupils' written work in Years 5 and 6. Literacy skills are taught on a daily basis in accordance with guidelines for the implementation of the literacy hour. Some flexibility of timing has been introduced to cater for the needs of

two different age groups in each class and to allow swimming to be included in the timetable. These amendments in organisation do not disadvantage the pupils in any way nor do teachers lose sight of the value of having clearly defined, specific objectives for activities such as word or sentence level work. There are fewer opportunities for extended writing activities especially in Years 5 and 6. It is evident that teachers are systematically teaching handwriting, spelling, punctuation and grammatical structure. At the same time, a range of different forms of writing is being introduced. However, there are low expectations of what pupils can and should achieve and this means that a significant number of pupils do not apply what they have learned when they come to face a new task in a different setting. As a result, simple words are sometimes spelt incorrectly, capital letters appear in the middle of sentences and verbs are incorrectly used.

90. Two valuable strategies for improving pupils' literacy skills are the keeping of regular personal journals and reading diaries. Here, pupils record not only the titles and names of authors but write short reviews and personal reactions to books. Clearly, teachers recognise the need for regular repetition if skills are to be mastered and, as a result, these forms of writing are regularly practised. Other forms, such as imaginative writing, character study, dialogue, argument and commentary do feature in pupils' work but too infrequently. Higher attaining pupils, in particular, need to practise more sustained writing more often. Another useful strategy, which is having some positive effect, is the encouragement of self-targeting by pupils to improve spelling, sometimes done as homework.

91. Where teaching is successful, teachers' plans show detailed objectives linked to the expected standards of attainment. These objectives are then used as criteria against which pupils' work is assessed and progress is identified. Teachers' marking and pupils' responses show that some of the weaker teaching at this key stage has only general objectives with a lack of an appropriate match of work to pupils' abilities. This particularly applies in sustained writing tasks. Whilst in some instances, plans refer to extension work for higher attaining pupils, this rarely means that sufficiently demanding work is provided. This lack of experience with more demanding work is reflected in National Curriculum test results, where the percentage of pupils reaching the higher level is below average.

92. Resources are generally appropriate, though storage facilities are severely restricted. There is no suitable space to house a library, or to serve as an attractive reading area. Books are displayed as well as possible in classrooms and are readily accessible to pupils. Funding on learning resources is low in terms of the total school budget because of the priority given to staffing. Computer hardware has been expanded through national initiatives and local support and positive opportunities are being provided for pupils to use technology as an important tool in their literacy work.

MATHEMATICS

93. In the 1999 National Curriculum tests at the end of Key Stages 1 and 2, the school's results were well above the national average. In comparison with schools with pupils from similar backgrounds, standards at the end of Key Stage 1 were well above average whilst standards at the end of Key Stage 2 were above average. The results of the National Curriculum tests at the end of both key stages have been maintained at these high levels for the last four years. The small number of pupils in each year group means that these results have to be treated with some caution. However, the work seen in lessons and samples of previous work indicate that standards of attainment at the end of both key stages are good in relation to the national expectations.

94. The good quality of teaching reported at the time of the previous inspection has been maintained. Lessons are well prepared and structured, with clear aims that reflect those of the National Numeracy Strategy. Most lessons have a whole class session of mental arithmetic followed by group activities that are matched to the needs and abilities of pupils. As a result, pupils in both key stages, including those with special educational needs, make good progress. They show gains in knowledge and understanding and their ability to use mathematical skills. They develop an appropriate mathematical vocabulary through well planned activities which develop links across the curriculum. Suitable reinforcement is provided through activities to develop their understanding of patterns, numbers and shapes. They are able to carry out written calculations accurately and develop a satisfactory knowledge and understanding of number facts.

95. Standards of numeracy across the school are good. Good use is made of mathematical skills in other areas of the curriculum such as science and pupils are introduced to the relevance of mathematics in their daily lives. Pupils in both key stages have opportunities to take part in problem solving activities and mathematical investigations, which was identified as an area for improvement in the previous report.

96. By the end of Key Stage 1, most pupils have a good understanding of pattern in number and know the

difference between odd and even. They have a secure understanding of shape and can name and discuss the properties of a variety of shapes and solids. They are encouraged to use and develop their skills of mental arithmetic and make good progress in this area. They demonstrate a good knowledge of the number system. They are able, for example, to calculate mentally the addition and subtraction of numbers up to 100. They develop skills of simple data handling and can construct and interpret graphs.

97. By the end of Key Stage 2, the majority of pupils of all abilities have a good knowledge of place value, can use the four basic operations competently, have a sound grasp of spatial concepts and can use a variety of methods to collate and represent data they have collected. The pupils can use fractions and decimals accurately and can use a wide range of units of measure competently. Higher attaining pupils have a good understanding of ratio and proportion and confidently explain their calculations. They have a sound knowledge of number facts and multiplication tables. Lower attaining pupils are less secure in this area.

98. The great majority of pupils at both key stages display positive attitudes to work. They approach mathematics with confidence and enthusiasm. They co-operate well with their teachers, sustain concentration well for long periods and take pride in their work. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. They behave well and respond positively to challenge.

99. The quality of teaching is good. Classroom management skills are good and this enables staff to use a range of teaching styles well matched to the content and needs of the work undertaken. In a Key Stage 1 lesson for example, the teacher made very effective use of a wall display to develop pupils' knowledge of numbers and their skills in counting. This was followed by group activities, which were well matched to the ages and abilities of pupils. The teacher was able to focus her attention on one group to develop their understanding of counting in threes, whilst the remainder of the class were fully involved in other tasks guided by support staff and volunteer helpers. All teachers provide a range of well planned activities within a broad and balanced curriculum that stimulates pupils' interest. Teachers have appropriate expectations of pupils' attainment and behaviour and lessons proceed at a lively pace. Pupils were encouraged to discuss their mental strategies to clarify understanding and demonstrate useful ways of calculating mentally.

100. Teachers make good use of questioning to assess and develop pupils' understanding and provide support as necessary. Pupils receive good feedback on their work through verbal comments, although the effectiveness of written marking is less consistent. There are regular assessments of pupils' attainment and progress.

101. There are good displays of mathematics around the school, which enhance work in the subject. Homework is used effectively to support the work in mathematics through the learning of multiplication tables and number bonds and through work which reinforces classroom activities.

102. Mathematics has been a priority area in the school development plan and the school has effective strategies to develop numeracy. The school has made a positive start to implementing the National Numeracy Strategy, placing an increasing emphasis on oral or mental arithmetic strategies to develop understanding and support the raising of standards. The subject fully meets the requirements of the National Curriculum. An appropriate range of resources is available to support teaching and learning in the subject. There is a policy in place and the National Numeracy Strategy is used as a framework for planning. Much of the work is based on commercially produced schemes supplemented by a range of well-planned activities. The role of the mathematics co-ordinator is insufficiently developed. Whilst she has a very good understanding about developments in Key Stage 1, she has only a limited awareness of Key Stage 2. She is not yet involved in the monitoring of standards across the whole school.

SCIENCE

103. At the end of Key Stage 1, standards of attainment are above average. This judgement is based on the observation of one lesson, an analysis of pupils' written work, discussion with pupils and their teacher. It is supported by the 1999 National Curriculum teacher assessments although more pupils in the current cohort are reaching higher levels than previously. The majority of pupils have a good understanding of the five senses and are able to participate well in discussions about the human skeleton. They can name body parts and a selection of individual bones. They understand the meaning of the word vertebrate. Their written work shows some understanding of the ill effects of smoking, alcohol and unauthorised drugs on human health. They have some knowledge of materials and understand that electricity can be dangerous and must be treated with great care. They also know that electrical devices need to be in a complete circuit to work. The majority can communicate this knowledge through simple writing, charts and pictures.

104. At the end of Key Stage 2, standards of attainment are above average. This judgement is based on the observations of one lesson, an analysis of pupils' work and discussion with pupils. No experimental or investigation work was seen during the inspection but evidence in workbooks shows that much individual activity of this kind had been undertaken since September. The judgement is supported by the 1999 National Curriculum test results, which were very high in comparison with the national average. Pupils' performance in the Key Stage 2 National Curriculum tests has been very high over the last four years.

105. Pupils have a good understanding of the human body and its needs to maintain a healthy lifestyle. They make good and correct use of appropriate technical vocabulary, for example nutrients, vitamins, protein and carbohydrates. A significant majority of pupils is able to use resource material effectively to obtain information and record their findings appropriately. They know about materials such as solids, liquids and gases. Experiments have been carried out to test materials as conductors and graphs produced showing the results. Experiments have been conducted to illustrate the separation of solid particles of different size and pupils show a good understanding of reversible and irreversible change.

106. In Key Stage 1, most pupils are making good progress. Pupils are being encouraged increasingly to observe carefully and to record their observation in a variety of forms. The youngest pupils are learning the names of materials and their uses and older pupils are increasingly relating their scientific knowledge to their home or their environment. In addition, they are learning to relate their learning to their own health and recognise the need to care for living things and the environment. The level of some oral contributions to discussion suggests that more pupils are capable of making good progress towards higher levels of attainment than previously.

107. Throughout Key Stage 2, the progress made by pupils is satisfactory, in that their scientific knowledge is growing. Their knowledge of humans as organisms, that humans require food and water to live and that exercise and the right types and quantities of food are needed for health, is being extended. They are increasingly relating their knowledge of science to their home environment, for example in some work on insulating a house. Older, higher attaining pupils are demonstrating a deeper understanding of materials and their properties and of aspects of physical processes. The majority of pupils are developing an understanding of the principle of fair testing. Progress is less secure between the year groups within the key stage. The fact that the subject is taught through a series of topics planned on a four-year cycle means that pupils do not repeat areas of learning covered in the previous year. However, because more demanding work for older and higher attaining pupils in a class is not always set, it means that whilst scientific knowledge is growing, scientific skills and thinking are not progressively being developed and extended. In all classes pupils with special educational needs are integrated into the work of their class and they are making appropriate progress.

108. The response of the vast majority of pupils is positive. They show interest and enthusiasm for the subject. Behaviour in class is very good. Good relationships exist between pupils and adults. There is evidence of pupils learning to co-operate well together and also to work independently when researching information from books or CD-ROM. A number of pupils at Key Stage 2 turn readily to science based non-fiction books for pleasure.

109. The teaching of science at Key Stage 1 is good. The class teacher who has experience and received training in several aspects of science teaches the subject. She feels confident about teaching the subject. Science is taught through a series of topics, which are predominately scientific but have links with other subjects. Work on food and diet, for example is linked to religious education and harvest festivals. Topics are planned on a two-year cycle and experimental and investigative work is included in all topics. Appropriate emphasis is placed on the recording of scientific findings and observations. Approximately 15 per cent of curricular time is allocated to science work. This is generous. The class teacher reminds pupils of the correct safety procedures at all times.

110. At Key Stage 2 the teaching of science is satisfactory overall, though with some characteristics of good teaching. This evaluation is partly based on the analysis of pupils' recorded work because of the long-term absence of a permanent member of staff. The school allocates approximately 15 per cent of curricular time to science – this is a significantly higher allocation of time than in the majority of similar schools. Teachers show good knowledge of the subject and their plans for individual lessons indicate good use of the time available. These plans set down clearly the aims and objectives of the lessons. Activities within each topic are clearly designed to concentrate on specific attainment targets, for example materials and their properties. Experimental and investigative work is catered for in all lesson plans and is a feature of recorded work, particularly in Years 5 and 6. The pupils' positive attitudes to science reflect the teachers' abilities to arouse and maintain their interest. These are strengths of the teaching. Work is assessed but, throughout the school, assessment and record keeping of attainment in science rely exclusively on collections of pupils' work. Pieces of work including writing, drawing and graphs are used to build up a folder for each topic. At the same time, a

minimum of two pieces of assessed work per academic year is placed in a pupil's record of achievement.

111. This approach to assessment and recording has a number of weaknesses. The fact that teachers do not keep regular and systematic records of pupil achievement means that no detailed, easily digestible information is readily available relating to the understanding and knowledge acquired by an individual pupil over a four year cycle. Two pieces of work per annum in a pupil's record of achievement do not provide sufficient guarantee of continuity and progression in the acquisition of knowledge and understanding across the whole of Key Stage 2. The list of topics for a third year pupil is exactly the same as for a pupil in Year 6. When a Year 3 pupil is studying 'heat' for example, it is not clear whether he/she will revisit this topic again or not during the next four years and, if not, what different expectations there are of pupils when they meet topics for the first time in different years of the scheme. On the other hand, when a Year 6 pupil is studying 'heat' it is equally not clear what work, if any, has been done on this topic previously. Furthermore, in the absence of any long-term planning documentation on the teaching and learning of scientific skills, these approaches to recording do not ensure either the systematic development of such skills or the regular provision for practising them over time.

112. The school has a reasonable selection of equipment and other resources, which it supplements with project loans from the schools' library service. The storage of resources is neither appropriate nor easily accessible.

ART

113. Due to the organisation of the school's timetable, insufficient lessons were observed to reach an overall judgement on the quality of teaching. However, from the evidence available, the majority of pupils make sound progress and attainment is in line with the national expectation in art by the end of each key stage.

114. Teachers often integrate art activities into topic work. Teachers' planning indicates that a range of media including drawing materials, paint, printing, modelling and collage work is provided during the year. Pupils also have opportunities to study the work of other artists and apply this to their own work. Pupils develop an understanding of colour mixing, and the selection of appropriate materials. They express themselves through drawing and painting and modelling and use simple techniques with developing control. Pupils in Key Stage 2 produce careful observational drawings using pencil and are introduced to shade and tone. Their accuracy in representing what they observe is developing well, but they also have opportunities to express their thoughts and feelings in an imaginative way.

115. Pupils demonstrate a growing skill and understanding of a variety of media. During the inspection, pupils in Key Stage 1 worked with a local artist to produce some high quality clay work. He has also worked with pupils in Key Stage 2.

116. The school has adequate consumable resources for art and a collection of reference materials about artists and their work. This should be developed, along with an increased range of prints, and posters, to support pupils' knowledge and understanding.

117. There is a school policy for art, which provides some guidance for staff. The school does not yet have a scheme of work in place to support staff to fully meet the requirements of the National Curriculum and to provide a systematic programme of skill development throughout the school.

DESIGN AND TECHNOLOGY

118. There was insufficient evidence available to enable secure judgements to be made about standards of attainment, progress or quality of teaching. Some activity has been observed at Key Stage 1 arising out of a science lesson on the human skeleton. Older pupils in Year 2 successfully built a dancing skeleton from card, using paper clips to make joints. Some examples of finished work produced by Key Stage 2 pupils have been scrutinised. These included some examples of weaving, simple cameras and kaleidoscopes and a model barge (arising out of science work on forces). In addition, older pupils have been able to talk interestingly about producing models of the local church following the production of scale drawings. No references to design have been apparent except in the case of an annual food technology project for Year 6 pupils. Here, pupils' plan, design and prepare a meal for parents. This appears to work very successfully from all points of view.

119. There is some evidence that skills of making are being developed and practised intermittently. However,

there is no clear scheme of work in place that identifies when and how key skills are to be taught. There is little evidence that assessment is used effectively by teachers to inform the planning of future work.

GEOGRAPHY

120. During the inspection, one lesson at Key Stage 2 was observed. Other evidence was obtained from a scrutiny of pupils' work at both key stages, teachers' planning and discussions with pupils. From the limited evidence made available, standards are in line with the national expectations at the end of both key stages.

121. No teaching was seen in Key Stage 1, but the teacher's plans indicate that pupils' skills are developed through practical experiences and activities, which are relevant to their age and understanding. Pupils are introduced to a range of geographical skills including the drawing and use of plans and maps; simple route finding and recording weather observations. They build up a geographical vocabulary and develop their knowledge and understanding of their own locality and contrasting environments around the world. They recognise seasonal weather patterns.

122. At Key Stage 2, pupils make geographical investigations and surveys as part of field study trips locally. They compare their own village and local environment with industrial towns and cities. They develop an understanding of how it differs in its economy, land usage and climate to places they study elsewhere in the world such as Chembakolli in India. By the end of the key stage, pupils know how to make effective use of an atlas and have a sound knowledge of the continents and countries of the world.

123. The quality of teaching in the one lesson observed at Key Stage 2 was good. The teacher made good use of questioning to assess and develop pupils' understanding of geographical language and of the effects of man on the local environment. Pupils demonstrated a good knowledge of their local area and were also able to discuss the reasons for the siting of local reservoirs. Pupils respond positively in discussion and concentrate well in class. Through their questioning, they demonstrate an interest in the work being covered.

124. Geography is planned as part of topic work. Pupils in Key Stage 2 have recently been studying the Hope Valley. This has enhanced their knowledge of the local environment, including land use, local industry and is an introduction to geology. However, there is no clear scheme of work in place that identifies when and how key skills are to be taught. Consequently, it is difficult to ensure that these are being adequately addressed and that the higher attaining pupils at the top of the key stage are making sufficient progress.

125. Annual assessments are made of progress and written reports to parents contain details of pupils' attainment. However, there is little evidence that assessment is used effectively by teachers to inform the planning of future work. Resources are satisfactory. The school is developing a range of reference material and equipment such as globes and maps. Use is made of visits within the locality to increase pupils' knowledge and understanding.

HISTORY

126. There was insufficient evidence available to enable secure judgements to be made about standards of attainment, progress or quality of teaching. A small amount of historical study has been analysed arising out of a local environmental topic at Key Stage 2. This focused first on the 'plague' village of Eyam, situated in close proximity to Grindleford. Pupils have effective recall of what they were told about the plague and its effect on the village community. Under the same topic heading, they have learned about more recent events in terms of the flooding of the upper reaches of the Derwent Valley to establish two reservoirs. A first hand account of these events by a former resident brought these events to life for pupils. Their interest and positive response to a question and answer session with the visitor added to their knowledge of their locality and its more immediate past.

127. There is a policy for the teaching and learning of history, although this is in need of review. There is however, no over-arching plan for the systematic acquisition of knowledge and associated skills in history. Assessment and recording relies too heavily on a haphazard collection of samples of pupils' work. As a result, it is not easy to know what a pupil should know or be able to do at any given point and how he/she has progressed to that point. Resources for the teaching of history are satisfactory. They are supplemented through loans from the local authority library service for schools.

INFORMATION TECHNOLOGY

128. Throughout Key Stage 1, there is evidence of considerable improvement in standards since the last inspection. Standards now reached by pupils in Year 2 are never less than the national expectation and some pupils achieve above this. They have well developed word processing skills. They can enter information and edit it competently and they can save their work. Examples of simple data handling have also been observed.

129. Standards of attainment at the end of Key Stage 2 are in line with the national expectation. Pupils can produce good quality writing and many can create texts in a variety of formats. In the lessons observed most pupils demonstrated good keyboard skills. They can access electronically stored encyclopaedias to enhance their studies in history, geography and science; - a good example is seen in work done on healthy eating. They can add to, amend and seek information from data.

130. Throughout Key Stage 1, pupils are making satisfactory, and in some cases, good progress. They are learning to sign on, to understand a menu, to enter text, to save work, to print it and to sign off. They are also learning to use the computer to aid their work in spelling, number and databases and artwork. Many pupils turn readily for pleasure to the computer in non-lesson time to make designs for Christmas cards, or solve puzzles.

131. Throughout Key Stage 2, pupils make satisfactory progress. Most pupils are developing their keyboard skills to convey ideas through texts and pictures. Pupils' ability to use a computer to organise and present information is developing, for example in Years 3 and 4 the computer has been used to tabulate class opinions about football. Increasing skill in using and extracting appropriate information from CD-ROMs to extend knowledge in a number of subject areas is evident. Throughout the school, pupils' knowledge of the use of technology in the wider world is increasing but no examples of the use of computers for control or monitoring external events were observed during the inspection.

132. Pupils of all ages are keen to be involved with computers. They behave responsibly when at workstations. They show respect for adult helpers who frequently support them with their work. Pupils share resources sensibly and help one another in exploring the various features of programs.

133. Whilst teachers plan lessons which incorporate information technology work and organise the way in which pupils access the equipment and programs, the instruction of individual pupils is very dependent on the presence of adult volunteers, mainly parents, who themselves have the appropriate skills. This situation arises principally because of the presence of a wide age range of pupils in each class and the fact that numbers limits access to available hardware. Nevertheless, these situations are well managed by the adults involved and teaching overall is never less than satisfactory at both Key Stages. Teaching is organised in a cross-curricular way to support and enhance whole school topic plans as well as subjects, such as English, mathematics and science. Learning activities are sequenced to ensure some progression in the acquisition of basic skills and records of pupil progress are maintained. All members of staff have had recent opportunities to update their own knowledge and skills in this area. Two important documents are helping to give greater shape and purpose to the work in this subject – these are a policy document approved by governors and a development plan setting out proposals to be reviewed annually. The governors' curriculum committee is developing specific targets, details of the activities and processes connected with achieving these targets and monitoring the arrangements.

134. The school has recently had a marked increase in both the quality and variety of its hardware. Pupils at Key Stage 1 now have access to a new computer and a new network of computers is being established for Key Stage 2 pupils. Funding for these developments has come from the National Grid for learning, the LEA and grants from the Trust Fund and the Parish Council. Some software has been purchased from government funding. All this additional funding has been well targeted and is making a difference to standards. Information technology is also being developed to support administration within the school.

MUSIC

135. Throughout the school, standards of attainment in music are sound with many pupils achieving above the national expectation at the end of Key Stage 2. Pupils in Key Stage 1 have a sound knowledge of rhythm and pitch. Pupils make steady progress in Key Stage 1 and at the age of seven know a range of songs and sing tunefully with enthusiasm and confidence. They recognise a range of percussion instruments and know how to play them in rhythmic patterns keeping a steady pulse.

136. Pupils' instrumental and singing skills are developed further in Key Stage 2. They are taught to sing in unison and parts with improving control of diction and phrasing. Pupils demonstrate a good knowledge of dynamics and use appropriate musical terminology.

137. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Lessons are carefully planned and reflect the good subject knowledge and obvious enthusiasm of the teachers. The pace and variety of lessons is well matched to pupils' abilities and the activities provided motivate pupils' enthusiasm. Good use is made of the musical expertise offered by a voluntary helper in Key Stage 1. Teachers develop pupils' understanding and confidence in this subject very effectively.

138. Music plays an important role in the life of the school and pupils make good progress. As they progress through the school, pupils develop knowledge of musical elements such as pitch, dynamics and rhythm. They can recognise mood and effect in pieces of music and are developing an understanding of music for different purposes. They listen carefully and appreciate different styles of music. Pupils in Years 5 and 6, for example, listened to traditional Celtic music before playing music in the same style themselves. The teacher's own knowledge about the music made a positive impact on improving the pupils' understanding. Very effective use was made of the skills of pupils who play the whistle to provide a lead whilst the rest of the class kept a rhythm using percussion instruments. The music curriculum has been developed since the previous inspection. There are opportunities for pupils to sing and to play tuned and untuned percussion instruments. All pupils in Key Stage 2 learn to play the recorder. They learn to read music using the conventional notation. The curriculum is enhanced by peripatetic tuition and one third of the pupils in both key stages are learning to play a range of instruments including folk fiddle, whistle, melodeon, flute, violin, and keyboard. Pupils perform for parents and the local community and take part in local music festivals. This has enriched their experience of performance. There is a strong culture of traditional music in the local area and a number of pupils have been involved in performing clog and country-dances and playing in bands. The headteacher has encouraged and supported these activities.

139. Most pupils are enthusiastic about making music. They respond well to the lessons, work hard and take pride in their achievements. They fully enjoy all the musical experiences that are made available to them. Pupils of all ages sing with confidence and enthusiasm. The school has an appropriate range of resources to support work in music. These include instruments, tapes and books.

PHYSICAL EDUCATION

140. The school provides a balanced programme of physical education that fully meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. Pupils in Key Stage 2 have opportunities for swimming lessons and by the time they leave the school, the majority are capable swimmers.

141. By the end of Key Stage 1, attainment is in line with national expectations. Pupils develop control, co-ordination and balance and have an awareness of space and the need to use it well as part of their PE activities. They develop skills in the use of small apparatus, including a variety of ways of sending, receiving and travelling with a ball.

142. At Key Stage 2, the only physical education lessons observed were dance and swimming. However, plans and photographic evidence indicate that pupils also develop an understanding of, and play games, develop athletic techniques and learn to swim. Adventurous outdoor activities, including a rope course, are introduced, making good use of the school grounds. Pupils have a clear understanding of the effects of exercise on the body. By the end of the key stage, attainment is in line with the national expectation.

143. Pupils are very positive in their approach to physical education and the majority work with a clear sense of interest and enjoyment. They are enthusiastic participants and use the opportunities provided to develop their skills. They co-operate well in small groups or as part of a larger team. They dress appropriately for physical activity and behaviour is good.

144. The quality of teaching is good. Lessons are well organised, structured and clearly planned to offer progression and a safe working environment. Teachers set appropriate challenges, provide clear instructions and explanations and encourage pupils to develop skills. Questioning is used effectively and use is made of pupils as exemplars of good practice. All lessons begin and end in an orderly manner and contain appropriate warm-up activities.

145. The school has very limited indoor facilities for physical education. There is no hall, although, since the previous inspection, arrangements have been made to use the local sports pavilion for dance and simple gymnastics. However, there is no large apparatus available. Outdoors, the school has a playground and a wooded area that is used effectively in the summer months to introduce adventurous activities.

146. The school participates in a wide range of inter-school sports competitions with local primary schools. These have included events such as football, netball, cricket, rounders, and cross-country running.

RELIGIOUS EDUCATION

147. There is evidence of improvement in both the teaching and learning of this subject throughout the school since the last inspection. Attainment at the end of both key stages is in line with the expectations of the Derbyshire agreed syllabus for religious education. As most of the religious education is taught through topics it was not possible to observe any religious education lessons during the course of the inspection. Judgements about attainment, progress and pupils' attitudes are based principally on an analysis of teachers' plans and pupils' written work.

148. By the age of seven most pupils have an appropriate knowledge of Bible stories from the old and new testaments, for example the story of the Israelites in the wilderness or the healing of Zachaeus. They have developed some ability to express their own feelings, for example, how we feel about the way we are treated by others, and to understand how others share similar feelings. They have developed an awareness of some religious practices such as rosary beads, and festivals such as Christmas and Passover.

149. At the end of Key Stage 2 pupils have extended their knowledge of the Bible. They have become increasingly aware of the practices and beliefs of other faiths, particularly Judaism and Hinduism through their work on pilgrimages. They have studied the shape and design of Christian places of worship with particular reference to their own village church and made comparisons with holy places in other faiths. In terms of human experience, they have related their work in science to assemblies focusing on the pollution of God's world.

150. Pupils at both Key Stages, including those with special needs, are making satisfactory progress. They are learning that there are a variety of faiths and beliefs that govern ways of seeing the world. They have an increasing awareness over time of different beliefs, customs and behaviours and they are beginning to learn about fundamental issues, which cause people to wonder, and to question.

151. Pupils' response is positive. They participate actively in acts of worship, are eager to answer questions and their written work on pilgrimages and places of worship shows thought and care. Lack of opportunity to observe any teaching makes it inappropriate to form judgements about the quality of teaching at either Key Stage. The school does not have anyone with specialist knowledge in the subject but teachers are making effective and appropriate use of the LEA syllabus in planning their work. Religious education is taught mainly in topics. Whilst this ensures that there is progressive and systematic growth in the amount of knowledge gained, there is no parallel growth in the depth of pupils' understanding.

152. The school is not well resourced with books and/or artefacts. Marked efforts are made however to extend pupils' learning through first hand experiences of assemblies conducted by visitors, by links with the local church and chapel and participation in festivals such as Christmas and Harvest time. Pupils have also had the opportunity to visit a Hindu temple.