

INSPECTION REPORT

Street Lane Primary School
Ripley

LEA area : Derbyshire

Unique Reference Number : 112613

Headteacher : Mrs M. Ward

Reporting inspector : Mrs A. Soper
OIN 18148

Dates of inspection : 20th – 22nd September 1999

Under OFSTED contract number: 707165

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

© Crown Copyright 1999

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 Education (Schools) Act 1992 and the Education Act 1993, 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 : Junior and Infant

Type of control : County

Age range of pupils : 4 – 11

Gender of pupils : Mixed

School address :
Street Lane
Denby
Derbyshire
DE5 8NE

Telephone number : 01773 742717

Appropriate authority : Governing Body

Name of chair of governors : Cllr. M. Gent

Date of previous inspection : January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs A. Soper, Rgl	English	Attainment and progress
	Art	Teaching
	Geography	The curriculum and assessment
	History	Leadership and management
	Physical education	
Mr P. Oldfield, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mrs G. Dunkling, TI	Mathematics	Pupils' spiritual, moral, social and cultural development
	Science	Staffing, accommodation and learning resources
	Information technology	The efficiency of the school
	Religious education	
	Design and technology	
	Music	
	Special educational needs	
	Under fives	

The inspection contractor was:

Pennine Inspection Services

6 Bridle Dene
Shelf
Halifax
HX3 7NR

01274 602139

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

The Registrar
The Office for Standards in Education
Alexandra House

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1 – 3
Key indicators 4

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 5 – 12
Attitudes, behaviour and personal development 13 – 16
Attendance 17 – 18

Quality of education provided

Teaching 19 – 28
The curriculum and assessment 29 – 35
Pupils' spiritual, moral, social and cultural development 36 – 41
Support, guidance and pupils' welfare 42 – 47
Partnership with parents and the community 48 – 52

The management and efficiency of the school

Leadership and management 53 – 59
Staffing, accommodation and learning resources 60 – 63
The efficiency of the school 64 – 68

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 69 – 77

English, mathematics and science 78 – 110

Other subjects or courses 111 – 157

PART C: INSPECTION DATA

MAIN FINDINGS

What the school does well

- ◆. The headteacher has clear educational direction for the school.
- ◆. The quality of teaching is good and there is a good climate for learning in the school.
- ◆. There is very good support and guidance for pupils.
- ◆. The school very successfully promotes pupils' personal development.
- ◆. Very good attendance is achieved.
- ◆. There are good relationships and pupils' behaviour is good.
- ◆. Partnership between parents and the school is good.
- ◆. There are good links between the school and the community.

Where the school has weaknesses

- I. Standards in English, mathematics and information technology are below average by the time pupils reach the ages of 7 and 11.
- II. The school lacks an appropriate policy, scheme of work and resources for the teaching of information technology.
- III. The governing body has yet to establish an active role in school development planning and to act as a critical friend to the school.
- IV. Systems for recording pupils' progress have yet to be established.
- V. Children under five in the reception class lack experiences in some areas of their creative and physical development, including the use of large, outdoor play equipment.

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

There has been a good improvement since the last inspection. Since then, the school has appointed a new headteacher and staff. The school has continued to build upon the good quality of education in pupils' personal development, which is now very good. The new headteacher and staff have established good relationships and effective teaching. Good procedures have been established to monitor classroom practice and staff collaborate well in development planning. A significant improvement has been made in the provision for pupils' cultural development. Teachers and support staff are suitably deployed and the headteacher has appropriate time to discharge her management duties. The school development plan is very detailed and appropriately contains identified areas for improvement. However, immediate priorities and long term objectives have yet to be shown. Classrooms have been refurbished and storage space has been improved. The school has begun to address the need to raise standards. A register of pupils with special educational needs has been developed and additional support is provided for these pupils. Pupils' attainment has been carefully assessed and good curriculum plans have been prepared for most subjects to provide continuity and

progression throughout the school. However, the school has yet to devise a policy and scheme of work for information technology and to provide appropriate resources for the subject. The school brochure does not include attendance statistics. The school is well placed to continue to build on its recent improvements, with clear and positive leadership.

Standards in subjects

In accordance with statutory requirements, results of National Curriculum assessments are not reported as the number of pupils in the year group was less than 10. In this small school this has a significant impact when comparing performance both nationally and with similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend in standards.

Inspection observations show that, by the end of Key Stage 2, pupils' attainment in science is appropriate for their age, but standards attained in English and mathematics are below levels expected for their age. These results largely reflect the differing prior attainment of pupils in the year group. However, similar results were found at the time of the previous inspection and the school has appropriately begun to address the issue of raising standards, with support from the local authority. The school is developing good schemes of work for English, mathematics and science and continuous assessment is included in lessons, to ensure pupils' progress is consistent throughout the school. During the inspection, whilst attainment is still below levels expected for their age in English and mathematics, pupils made sound progress in the lessons observed in these subjects.

Attainment in information technology is below average. The school lacks an appropriate policy, scheme of work and adequate resources to develop pupils' knowledge and understanding. In religious education, pupils meet the expectations of the locally agreed syllabus. Progress is good in physical education, showing an improvement since the last inspection, where some underachievement was seen at Key Stage 1 in gymnastics. Good progress was seen in lessons about personal and social development, reflecting the strong emphasis placed on this aspect of the curriculum. Satisfactory progress was seen in music at both key stages. Few lessons were observed in art, history and geography, though progress was sound in those lessons seen. Evidence provided shows that progress in design and technology is satisfactory.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	-	Good	Good
Information technology	-	No teaching seen	No teaching seen
Religious education	-	Good	Good
Other subjects	Satisfactory	Satisfactory	Satisfactory

The overall quality of teaching is good. Four per cent of lessons observed were very good, 60 per cent were good and the remainder were satisfactory. No unsatisfactory teaching was observed.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very

poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Other aspects of the school

Aspect	Comment
Behaviour	Good. Pupils are polite and have clear understanding of the school's code of conduct.
Attendance	Very good. Well above the national average. However, the school does not include attendance statistics in its brochure.
Ethos*	Good. Relationships are good and staff are committed to the care and education of the pupils.
Leadership and management	Satisfactory. The headteacher gives good leadership and is well supported by staff. The chair of governors is very supportive. However, the governing body has yet to take an active part in the management of the school.
Curriculum	Satisfactory overall. Within a short time, staff have established good curriculum plans to ensure continuity and progression in most subjects, with the exception of information technology. Sound procedures are in place for assessment, though there is no assessment policy and the school has yet to develop systems for recording pupils' progress. Marking is inconsistent.
Pupils with special educational needs	Satisfactory overall. The school has recently established a register of special educational needs. Good additional support is provided in classes. Individual education plans are satisfactory.
Spiritual, moral, social and cultural development	Good provision overall. Pupils relate positively to others. They appreciate their own cultural traditions and the diversity and richness of other cultures.
Staffing, resources and accommodation	Satisfactory. There is an appropriate number of staff, with good experience. The accommodation, which has recently been refurbished, is satisfactory overall, though limited space in the infant class sometimes restricts activities for the youngest children. Resources are adequate for most subjects, with the exception of those for information technology and outdoor play for children under five.
Value for money	The school gives satisfactory value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
VI. It encourages parents to be involved. VII. Staff are approachable. VIII. Good standards of discipline and behaviour. IX. Their children like school.	X. Some parents would welcome more ing.

The responses to the questionnaire sent to parents and at a meeting held with inspectors before the inspection indicate a high level of satisfaction with the education provided. Inspectors support the parents' positive views shown above. The quality of information provided for parents is good and the staff are very willing to discuss their pupils' work at any time. Parents' views are welcomed.

KEY ISSUES FOR ACTION

In order to raise standards and the quality of education, the governing body, headteacher and staff should:

XI. continue to improve the curriculum provision by:

- *continuing to develop the good quality programmes initiated for English and mathematics;*
- *developing a policy and scheme of work for information technology and improving resources for the subject;*
- *improving provision for children under five, to ensure they have more opportunities for creative experiences and for outdoor play, using large play equipment;*
- *continuing to review and update existing subject policies;*

(paragraphs 5, 10, 20, 21, 31, 33, 59, 60, 69, 72, 76, 77, 89, 95, 100, 105, 111 and 113)

◆. continue to improve the quality of assessment and recording by:

- *devising an assessment and recording policy and establishing a consistent, constructive approach for marking pupils' work;*
- *establishing systems for recording pupils' progress;*

(paragraphs 24, 35, 43, 88, 108, 109, 115, 135, 140 and 152)

◆. improve the quality of school development plans by ensuring they include:

- *clear priorities;*
- *provision for monitoring and evaluation;*
- *costs;*

(paragraphs 56, 64 and 93)

◆. further develop the role of the governing body as a critical friend to the school by:

- *ensuring governors have a clear understanding of their roles;*
- *involving governors in school development planning, monitoring and evaluation.*

(paragraphs 55 and 64)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs 18, 50 and 57:

- ◆. develop a more appropriate set of aims for the school, which more accurately reflects its good ethos;
- ◆. develop a classification system for the library;
- ◆. include attendance statistics in the school brochure.

INTRODUCTION

Characteristics of the school

1. Street Lane Primary School is a small rural school situated between Ripley and Denby, in Derbyshire. Pupils attend from Street Lane, Marehay and from areas further afield. Children are admitted to school twice a year, in September and January. The school offers part time education for those who start school in January. At the time of the inspection, there were 48 pupils in the school, including three children who were not yet five. Pupils come from a variety of socio-economic backgrounds. Their attainment on entry is below average. The school has identified 12 pupils as having special educational needs, which is above the national average. No pupils have a Statement of Special Educational Need. Eight pupils are eligible for free school meals, which is broadly in line with the national average. All pupils are from white European families.

2. The school's aims are to provide a happy, safe, caring environment where children want to learn and have no fear of failing. Staff are committed to enabling pupils to achieve the highest possible standards and to make good progress in relation to their prior attainment. The school aims to provide pupils with high quality teaching and with a curriculum that meets their needs and the requirements of the National Curriculum. It aims to help pupils develop their spiritual, moral, social and cultural understanding and to achieve good relationships.

3. The school's priorities include implementing the guidance in the National Literacy and Numeracy Strategies, in order to raise standards in English and mathematics. The school also aims to raise standards and enhance resources available for information technology. A further priority is to update school policies.

Key Indicators

4. Because the number of pupils being assessed at both key stages is less than 10 the school is not required to publish its National Curriculum results.

Attendance

		%	
Percentage of half days (sessions) missed through absence for the latest complete reporting year	Authorised	School	4.9
	Absence	National comparative data	5.7
	Unauthorised	School	0.3
	Absence	National comparative data	0.5

Exclusions

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

Quality of teaching

		%
Percentage of teaching observed which is :	Very good or better	4
	Satisfactory or better	100
	Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. Since the last inspection, standards have not significantly changed in English and mathematics, with pupils achieving below levels expected for their age by the end of Key Stage 2. Pupils' attainment in physical education has improved, particularly by the end of Key Stage 1. At the time of the previous inspection, standards in gymnastics were lower than expected in Key Stage 1. Attainment in science and religious education is satisfactory at the end of both key stages. Throughout the school, pupils make good progress in physical education and sound progress in art, design and technology, history, geography and music. However, attainment and progress in information technology is unsatisfactory and below levels expected by the end of both key stages. A similar judgement was made at the time of the last inspection, where older pupils were seen to be underachieving and were not seen using the computer for data handling or controlling information technology based models.

6. The number of pupils in Year 2 and Year 6 who undertook National Curriculum assessments in 1998 was less than ten. It is not therefore appropriate to report national performance data for comparing the school's performance with national averages or the performance of pupils in similar schools. Inspection findings show that standards in speaking and listening are sound but those in reading and writing by the end of Key Stage 1 are below average for their age. However, the effective introduction of the literacy hour, with its good planning, is resulting in more steady improvement in pupils' progress. Pupils in Year 1 have begun to attain more satisfactory levels in both reading and writing, though the progress of pupils in the Year 2 group is slow.

7. Inspection findings show that in the current Year 6, most pupils are unlikely to attain average levels in National Curriculum assessments. This reflects the prior attainment of pupils, half of whom have been identified as having special educational needs. The improved provision for literacy has shown improvements for other groups of pupils in the school, including those in Years 4 and 5, who are making sound progress and are achieving sound standards in lessons. Pupils in Year 3, who have had erratic progress in the previous years, are similarly being well targeted with additional support and their progress is improving.

8. In mathematics, inspection observations show that standards are below average in mathematics by the end of Key Stage 1. However, the introduction of the numeracy hour is well established and, during the inspection, most pupils in the key stage made sound progress in lessons. However, the rate of progress is slower for pupils in Year 2. By the end of Key Stage 2, inspection findings show that pupils' attainment is below the average for their age, reflecting the prior attainment of pupils in Year 6.

9. During the inspection, standards achieved in science were judged to be satisfactory and in line with levels expected for pupils aged 7 and 11. Teachers have good subject knowledge and work is developed consistently throughout the school. Pupils have good opportunities to experiment and to undertake practical tasks.

10. Attainment in information technology at the end of both key stages is unsatisfactory. Pupils' achievements and progress are limited by the resources available and by the lack of a scheme of work for the subject, which ensures all aspects are provided. Throughout the school

pupils' standards in religious education meet the requirements of the locally agreed syllabus and they make sound progress. The improvement in pupils' literacy and numeracy skills has a high

profile in the school and good opportunities are provided for pupils to practise these skills in other subjects of the curriculum.

11. Pupils with special educational needs make sound progress, overall, though the school is, appropriately, still seeking ways to further improve its provision for pupils. Additional support is good and well focused. However, the school has identified several groups of pupils who require additional support, particularly in Years 2, 3 and 6 and benefits from support and guidance provided from the local authority in setting targets for improvement.

12. Children under five generally make sound progress in most areas of learning. Their attainment on entry varies. Overall they have good speaking and listening skills, but baseline assessments highlight lower than average reading and writing skills. By the time they are five, most children meet expectations for their age in most areas of learning, with the exception of language and literacy and mathematics.

Attitudes, behaviour and personal development

13. Pupils generally have satisfactory attitudes to work, which are reflected in positive attitudes to learning. Most pupils concentrate and show interest in their work. However, some older boys are sometimes easily distracted. For example, in physical education, a dance lesson needed firm control to allow the lesson to proceed smoothly.

14. Behaviour is good and pupils are clearly aware of the school's behaviour code. Staff have worked hard to establish firm control, as reflected in parents' comments in questionnaires, at the meeting held prior to the inspection and in the Home-School Partnership Agreement forms. This has promoted an effective climate for learning. Appropriate sanctions are understood and used by all staff. There have been no exclusions.

15. Relationships in the school are good. Pupils play well together, share playground equipment and take part in games together. They collaborate well and show respect for others' feelings. They develop good relationships in the school family environment, well supported by all staff, who provide good role models. Pupils listen carefully and allow others in the class to express opinions. There was no evidence of bullying.

16. Pupils' personal development is very good. They respond well to undertaking tasks such as clearing away games and play equipment after breaktimes. They willingly take responsibility and are encouraged to do so, such as in organising resources in classrooms and collecting apparatus for physical education.

Attendance

17. Attendance at the school is very good and well above the national average. Unauthorised absence is below the national average. Procedures for monitoring attendance are effective and parents respond well, by providing explanations for all absences. Pupils arrive on time and lessons begin promptly. Pupils enjoy coming to school.

18. At the last inspection, it was noted that attendance statistics were omitted in the school brochure. This has yet to be addressed.

QUALITY OF EDUCATION PROVIDED

Teaching

19. The overall quality of teaching is good. Six out of ten lessons observed were good, with one physical education lesson graded as very good. All lessons seen were at least satisfactory or better.

20. The teaching in the reception class is good overall. The teacher has good subject knowledge and carefully balances work for the different age groups in the class, including that for children under five. Suitable experiences are provided in most areas of learning for children under five, though, at times, there is sometimes insufficient opportunity for children to have regular access to a range of creative activities. Similarly, children lack opportunities for outdoor play, using large play equipment.

21. Generally, in the reception class, expectations are appropriate and work is carefully matched to reflect pupils' prior attainment. In a very few instances, however, insufficient time is taken to reinforce and explain tasks for those with lower prior attainment. Planning is good, overall, showing clear objectives, activities, resources and expected outcomes. Opportunities for ongoing assessment are included within the planning and pupils' progress is carefully monitored. However, systems for recording progress are not yet established. Lessons are generally well managed and good use is made of time. In the very good lesson observed, in physical education, the teacher systematically built upon pupils' prior learning, provided suitable challenge for all pupils and encouraged pupils' increasing independence, such as in collecting and storing apparatus, changing clothes and in acquiring a sense of self-responsibility and awareness of others.

22. In Key Stage 2, teaching is also mostly good and always at least satisfactory. In the best lessons, teachers' good subject knowledge enhances pupils' learning. For example, in the literacy hour, the teacher questioned pupils carefully about their prior learning about verbs to lead them into a scrutiny of the language used by an author. Similarly, in a religious education lesson about Shabbat, the lesson structure included thorough explanation and good use of resources. In science, concepts are skilfully developed through practical activities.

23. Methods and organisation are generally good. Clear introductions are given to lessons and pupils are encouraged to contribute their ideas and suggestions. Activities are often linked across subjects, to reinforce pupils' knowledge and understanding. Pupils are managed well and discipline is good.

24. Teachers' planning is good throughout the school. Teachers have worked hard to establish consistently detailed plans for all subjects, within a relatively short time since their appointments. Learning objectives are clearly focused, show continuity and progression and teachers are committed to raising standards. On-going assessment is effective and teachers know their pupils well. However, teachers have yet to agree systems for recording progress, which can contribute towards future planning for pupils with differing prior attainment.

25. The careful identification of pupils' needs and the establishment of a register for pupils with special educational needs has ensured that individual education plans, with clear targets, inform teaching. Additional support is well targeted for pupils with lower prior attainment in literacy and numeracy. However, in a few instances, younger pupils sometimes lack sufficient support in class. For example, some pupils with lower prior attainment had difficulty in understanding what was required of them during a story-sequencing task and they received insufficient additional guidance.

26. Pupils' work is marked regularly, but is inconsistent in quality. At its best, constructive comments are provided to help pupils to improve their work, though this is not seen in all subjects.

27. Little direct teaching was seen in information technology, which is an area already identified as requiring improvement by the school. Teachers lack support from a suitable policy and scheme of work to give clear guidance on teaching and the use of information technology across the curriculum.

28. Whilst the school library has been reorganised and contains an adequate number of books, teachers do not yet make appropriate use of this resource to support pupils' knowledge and use of a classification system.

The curriculum and assessment

29. The curriculum provides an appropriate breadth and balance in most subjects, with the exception of information technology, where provision is unsatisfactory. All subjects, including religious education, are provided. The school has a good programme for personal and social education, which includes a drugs awareness theme. Appropriately, sex education is provided through the science scheme and is taught discretely to the oldest pupils, with support from the school nurse. Suitable time is allocated to teaching different subjects and the school has appropriately adjusted overall teaching time to meet national recommendations. All pupils, including those with special educational needs, have equal opportunity and access to the curriculum, reflecting the school's aims to enable all to achieve their potential.

30. There is an appropriate range of extra-curricular activities, which is enhanced by support from parents and friends of the school. For example, pupils have benefited from coaching in basketball and football, whilst the part time teacher regularly provides voluntary coaching in swimming. Pupils also benefit from tuition in playing musical instruments. The school hopes to provide funding for this to enable more pupils to take part.

31. There is an appropriate curriculum for children under five. Planning is detailed and shows appropriate experiences in most areas of learning. However, the youngest children lack suitable opportunities to use large, outdoor play equipment and, in some instances, the organisation of the reception class sometimes limits children's opportunities for creative development.

32. Since their appointments in 1998, the headteacher and staff have worked hard to establish an appropriate curriculum for the school. The literacy and numeracy hours are being effectively used as a basis for planning in English and mathematics. National schemes form the foundation for planning in other subjects. The curriculum is being effectively delivered through topics, to provide meaningful links across subjects. Discrete teaching of skills is also undertaken. Information technology is taught, but the lack of a suitable policy, scheme of work

and resources restricts the quality of the provision. Overall, there is no systematic development of skills in this subject. Policies are in place for other subjects of the curriculum, but these vary in quality and most are out of date. The school has appropriately planned for the review of all policies in its development plan as part of its focus on improving provision.

33. The quality of planning is good overall. Literacy and numeracy have been carefully planned to ensure continuity and progression throughout the school. Planning is consistent and shows clear objectives for teaching and learning. Work is carefully matched to meet the needs of pupils with differing prior attainment. Good links are made between subjects to reinforce prior learning. For example, in the literacy hour, pupils' knowledge of the 1930s is enhanced by the shared reading of an extract from a novel about that period. Staff have worked hard to establish an appropriate curriculum and efficient planning. Considerable achievements have been made in their first year in the school. Planning for information technology has yet to be developed, but is an identified priority. Where available, suitable computer programs are included in plans, such as those which reinforce pupils' early reading skills. However, there is insufficient planning for the development of skills in information technology. As seen at the time of the previous inspection, pupils lack opportunities to use computers for data handling or controlling information technology based models.

34. Provision for pupils with special educational needs is satisfactory. The headteacher has assumed responsibility in this area. Following assessments of pupils' attainment shortly after her appointment, the headteacher has identified those with special educational needs. Their needs are now placed on a register of special educational needs. Individual education plans have been developed to inform teaching. These provide a sound basis for further development. Good support is also provided in classrooms for a targeted group of pupils who require additional help in literacy.

35. Assessment procedures are satisfactory overall. Careful assessment of pupils' attainment has been undertaken, using optional national tests, to determine their prior attainment and to form teaching groups. Assessment is skilfully built into planning to monitor pupils' progress. However, the school has yet to establish a system for recording pupils' progress. Marking is generally satisfactory, but is inconsistent in quality. Few constructive comments are recorded to help pupils to improve their work. However, the school has yet to develop an appropriate assessment and recording policy to provide suitable guidance. This is yet another task of which the school is aware, but which it has, as yet, had insufficient time to achieve.

Pupils' spiritual, moral, social and cultural development

36. The provision for pupils' spiritual, moral, social and cultural development is good overall. Since the last inspection, the school has made a significant improvement in the provision of opportunities for pupils to develop their understanding of other faiths and cultures and these have a positive impact on pupils' cultural development. Parents feel that since the appointment of new staff there has been a big improvement in positive attitudes and behaviour.

37. Children under five have good opportunities to appreciate the wonders of the world around them, such as when studying the habitats of different creatures and plants in the locality. They learn how to be individuals within the school community. They are taught to listen carefully to one another and to respect each other's views. Social skills are very well promoted overall and the children are encouraged to make choices between activities, enabling them to develop self-assurance and independence. The well-planned work and the

supportive ethos of the classroom provide a good basis on which the children's spiritual, moral, social and cultural development is founded.

38. The provision for spiritual development throughout the school is satisfactory. The school has a daily act of collective worship, which contributes well to pupils' spiritual, moral, social and cultural development and which meets statutory requirements. Work in personal and social education develops trusting relationships between pupils and with the staff. There are sound opportunities within the curriculum for the pupils to explore and reflect upon sensations of awe and wonder and their feelings of delight. This was exemplified, for example, when pupils found a longhorn beetle, when searching for mini-beasts in the local park. Religious education provides a basis of faith and knowledge of biblical material, with a clear moral and social component. In lessons and during collective worship, pupils are given time to reflect on the value and importance of prayer, their own values, commitments and responsibilities. Residential and other visits provide a further enrichment of this aspect of pupils' experience.

39. The provision for pupils' moral development is good. The school is an orderly place where the pupils learn to behave and how to relate to each other well. When incidents do occur, time is taken to explain the reasons why some forms of behaviour are acceptable and others are not. Pupils are given the opportunity to consider choices, which may be right or wrong, both in their classrooms and in assemblies. They play and work well together and show consideration and appreciation of others' needs and achievements. It is evident from the good behaviour of pupils throughout the school that the consistent approach and expectations by staff have a positive effect on the atmosphere in the school. Through themes in assemblies, personal and social education and 'circle time', pupils have good opportunities to discuss moral issues. They are given the opportunity to identify and recognise their feelings and to discuss strategies for dealing with anxious situations. Through example and discussion, they are developing a strong sense of right and wrong. Staff provide very good role models and a good example to pupils about how to treat one another with respect.

40. The school provides many opportunities to promote pupils' social development and this a good feature of the school. The pupils are encouraged to accept responsibilities and to work for the good of the community, both within the school and outside it. The school promotes an ethos of praise and reward for responsible attitudes and behaviour. Pupils are encouraged to work and play together and to value and respect one another's contributions in lessons. The satisfactory range of extra-curricular activities, including residential visits, is well supported by pupils. These provide individuals with an opportunity to share in and contribute to the wider community of the school. Pupils are given the opportunity to carry out small tasks in the classroom and around the school and they perform these sensibly. The oldest pupils are encouraged to become increasingly independent. Pupils are carefully guided in considering their own rights and their responsibility to those less fortunate than themselves. For example, this is done through fund raising for a number of charities on a regular basis, by such events as harvest festival, Christingle and Jeans for Genes, non-uniform day. Pupils collected stationery and held a fund raising Coffee Morning to support the children of the Kosovar refugees at Stretton House, near Chesterfield. The newly devised behaviour and discipline policy sets out expectations of pupils when considering other people, their own and school property.

41. The provision for cultural development is also good. Visiting speakers, such as the Mayor of Amber Valley, introduce pupils to living examples of their cultural heritage. They study and copy the work of famous artists, from both modern and ancient times and gain a feeling for those forms of artistic expression. Through a wide range of visits made outside school, linked to topics in the curriculum, for example, to Derby Museum, Sherwood Forest

Farm and the Kingswood Activity Centre in Norfolk, pupils are able to appreciate their own cultural traditions. Pupils have good opportunities to appreciate the music of different composers and artists, to enhance their knowledge and understanding of the rich diversity of cultures. The school makes considerable efforts, through collective worship, religious education and other subjects, to provide the pupils with insights into other cultures. It prepares pupils well for the diversity of the multicultural society in which they will live.

Support, guidance and pupils' welfare

42. Overall provision for pupils' support, guidance and welfare is very good. Procedures for monitoring good behaviour are effective, with expectancies of behaviour displayed in classrooms and around the school. Parents have described an improvement in behaviour since the appointment of the present headteacher. There was no evidence of bullying seen during the inspection.

43. Teachers carefully monitor pupils' academic performance. Ongoing assessments are undertaken and pupils' progress is informally monitored. However, systems for recording progress have yet to be established.

44. Attendance levels are above the national average, pupils like coming to school. There are very good procedures to monitor attendance. The school has good links with appropriate agencies such as Educational Psychologist and Primary Support Service. The school has effective child protection procedures and staff are fully aware of their responsibilities.

45. The school has a detailed health and safety policy and good monitoring procedures. Regular assessments are undertaken and appropriate electrical testing and fire fighting equipment testing has been done. Staff have first-aid responsibilities and there are good procedures for dealing with minor accidents. However, the school lacks some indication of fire procedures.

46. The school has a good policy to welcome reception children, including afternoon visits before entry. There is a planned approach to allow older pupils to make a smooth transition to secondary schools, including visits whilst still at the primary school.

47. In the last inspection report, personal and social education was found to be good, with reception pupils making a good start. This remains a good feature and pupils settle well into the family atmosphere created by the school. Good relationships are evident and all staff provide kind and caring support.

Partnership with parents and the community

48. Overall, the school has a good partnership with parents and the community, which fully supports pupils' attainment and personal development. The school is at the heart of the local community and provides accommodation for the very active Community Association, whose generous support has enabled new flooring and new playground resurfacing to be undertaken.

49. A Friends', Parents' and Teachers' Association has more recently been formed, to support further the pupils at the school. A planned programme of events by both associations

provides local, social opportunities for the community and generous support to the pupils at the school.

50. The school brochure does not contain full attendance statistics, as found at the time of the previous inspection. The governors' annual report to parents contains useful information about the school and portrays an accurate picture of school life. The annual reports to parents about their children's progress do not give full information about national levels of achievement or pupils' weaknesses.

51. Homework is regularly set. Parents have approved and welcomed the draft of the Home-School Partnership Agreements, which are to be introduced in the near future. A few parents expressed concern about the lack of knowledge or understanding about what is taught and being informed about progress. A small number of parents regularly help in school and they expect to become active in the early introduction of a 'Better Reading Partnership' scheme.

52. In the rural area, business links are not strong, but the school is a very active part of the local community. Some generous support has been given by the school to a number of charities, including UNICEF.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

53. The leadership and management of the school is satisfactory overall. The new headteacher has made a significant impact upon the quality of education provided through her clear educational direction for the school. With the complete change of staff in 1998, the headteacher has created a cohesive team that works effectively together. A careful analysis of the school's strengths and weaknesses has been undertaken and appropriate targets have been set to raise standards. The headteacher ably balances her teaching commitment with her management duties. She has recently requested her appraisal to focus on her time management in order to discharge her management duties efficiently and effectively.

54. The headteacher is well supported by teachers, who share subject responsibilities. Teachers monitor their subjects well and evaluate classroom practice. Good use is made of teachers' subject expertise, such as in sharing the teaching of music and physical education.

55. Governors fulfil their statutory responsibilities and have appropriate committees to oversee school affairs. Governors are supportive of the school and some devote a considerable amount of their time to helping the school. The literacy governor has received appropriate training and has observed the teaching of literacy in school. Similarly, the governor with responsibility for special educational needs takes an active interest in the school's provision for those pupils on the register for special educational needs. The chair of governors maintains appropriate overview of the budget. However, the governing body as a whole is not yet actively involved in helping to make decisions. The school development plan is not collaboratively developed with governors and the headteacher lacks the benefit of having an effective management team to support decision making. No systems are in place for governors to monitor and evaluate the success of developments. A contributing factor has been some governors' variable attendance at meetings. Some governors are unclear about their roles and responsibilities.

56. The school development plan is detailed and is used as a working document by the headteacher, who has identified a considerable number of required improvements. To some

extent, the development plan has addressed the previous inspection issue, which was to formulate a more detailed plan. However, the plan still lacks costs and there is no system in place to monitor and evaluate developments. However, there is good documentation for improving standards, particularly in English and mathematics.

57. The school's aims are appropriately defined in its prospectus, but are very brief and do not reflect the good ethos of the school. Nevertheless, staff promote the school's aims well. Parents and staff were concerned about the standards of behaviour in 1998 and the school has very successfully established and managed improved discipline and behaviour. There is a strong commitment to promoting equality of opportunity.

58. The leadership and management of the provision for pupils with special educational needs are good. The headteacher has ensured that the Code of Practice is fully complied with. Support from non-teaching staff and outside agencies is managed well.

59. Staff development is managed effectively. Relationships are good among teachers, who contribute to decision making. There are suitable job descriptions, which clearly define roles. In-service training is managed well. Links with parents and the community are effectively managed and good quality information is provided for parents. The management of the provision for children under five is satisfactory, though some restrictions in the provision are evident, particularly in opportunities for outdoor play with large equipment and in some aspects of creative development.

Staffing, accommodation and learning resources

60. There is an appropriate number of suitably qualified and experienced staff to meet the needs of the curriculum. Teachers are fully integrated into the school and share the same development, appraisal and in-service training opportunities as their colleagues. They have attended a range of in service training courses, both to enhance their own professional development and to address curriculum and management needs of the school. However, although there is a satisfactory range of initial qualifications, there is an overall lack of expertise in information technology. The teachers and the support assistant, who have all taken up their appointments during the past twelve months, work well as a team, making a significant contribution to the pupils' improved rate of progress throughout the school. The administrative staff effectively support the smooth running of the school, while the cleaning and lunchtime staff provide a good service to the school.

61. Responsibilities are suitably delegated and there are satisfactory arrangements for appraisal and the professional development of staff, although at present there is no policy for the induction of newly qualified teachers. The special educational needs co-ordinator supports teachers well in the early identification, teaching and assessment of pupils. She maintains good links with parents and outside agencies.

62. The school building is Victorian, built in 1887. Inside there has been some modernisation, with the lowering of ceilings, inside toilets and a new hall floor. The accommodation for pupils in Key Stage 2 is spacious and provides a positive environment for the teaching of a full curriculum. The school buildings are clean and well maintained by the capable cleaning staff. The internal standard of decoration is good. The playground has markings for games, a very attractive garden area and seating, providing appropriate facilities for recreation times. Facilities for physical education are satisfactory, though the outside space for under-fives does not fully meet their curricular needs. Overall, the accommodation and its management are satisfactory. Display was limited during the inspection, due to the recent

refurbishment of the school.

63. Since the last inspection the school has successfully reviewed the organisation and suitability of classroom furniture and improved arrangements for the storage of resources. Learning resources are adequate to meet the requirements of the curriculum, with the exception of those available for information technology. The school recognises the need to improve provision for information technology and to supplement resources to support the National Literacy and Numeracy Strategies. Books are accessible to pupils and are adequate. However, the school library insufficiently contributes as a resource for developing pupils' research skills. The accommodation for children under five is limited and pupils lack facilities for outdoor play, using large play equipment. Good use is made of the local environment to enrich pupils' understanding in many areas of the curriculum. Visits and visitors are included as an effective resource for learning, which contribute well to standards achieved. Overall, staffing, learning resources and the accommodation make a sound contribution to the quality of education.

The efficiency of the school

64. Financial planning is satisfactory and the finance committee has an overview of the budget. The headteacher has a clear understanding of the long-term needs of the school and makes prudent decisions about spending. She reports regularly to the full governing body and provides frequent detailed reports. Spending is regularly monitored by the headteacher and the administrator. However, the governing body as a whole is not actively involved in determining, monitoring and evaluating priorities and spending decisions. The school development plan,

which includes suitable time scales and measures of success, is not well matched to the school budget. Although very supportive, the governing body has yet to establish an active role in development planning, monitoring and evaluation and to act as a critical friend to the school. Recommendations of the latest audit have been addressed successfully.

65. The daily administration of the school is good and the school runs in an orderly way, which contributes to the quality of education it provides. The school caretaker does a very good job and ensures that the school is well maintained and very clean. The school makes sound use of its staff, both teaching and ancillary, of its accommodation and resources, to enhance the satisfactory quality of education it provides for the pupils.

66. The school makes satisfactory use of the local authority additional non-teaching support for pupils with special educational needs. Additional funding for the National Literacy Strategy has been used to buy appropriate resources and this has had a beneficial effect on levels of attainment. The school grounds are used well for recreation and physical education. The very limited resources available for information technology are generally used appropriately. Resources for the other subjects are generally used well. Each class has adequate books and these are used effectively to support pupils' literacy skills. Little time is lost in moving around the building and most lessons have good pace.

67. Funds for in-service training are used fully and priorities match the needs identified in the development plan and through appraisal. The funds raised by the parents are used well to provide extra resources, such as books, for pupils. Despite the limited space available for children under five, the school makes good use of available equipment to support these children in their learning. Teachers make good use of the hall, school visits and visitors to

enhance learning.

68. Taking into account the size of the school, its budget and costs, the below average level of pupils' attainment at their time of admission, the broadly average costs of the school compared with other schools, the quality of education provided and the standards achieved by pupils, the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

69. At the time of the inspection, there were three children under five in the Reception, Year 1 and 2 class. They are taught with 13 Year 1 and Year 2 children. On entry to the school, most children's attainment is below average. Information from the baseline assessment, administered soon after children start school, confirms this picture. Children under the age of five make satisfactory progress, but by the age of five, many have not achieved the desirable outcomes in the areas of language and literacy and mathematics.

70. Children are admitted into the Reception, Year 1 and 2 class twice a year, in September for those who will be five before the end of April and in January for those who will be five between the beginning of May and the end of August. The school offers part time education for those who start school in January, if they do not have a nursery place elsewhere. Children work within the six areas of learning until they have attained the Desirable Learning Outcomes for their age.

71. Children make good progress in their personal and social development, overall. They become increasingly confident in responding to others. Their responses are valued and children are encouraged to become independent. Older pupils in the class support the children well and encourage them to join in different activities. They develop confidence and relate well to other pupils and to their teachers. Children confidently develop skills of sharing both equipment and ideas and taking turns, so that they work well together. The children are taught to treat each other with respect and to be careful of their own and other peoples' property.

72. In the areas of language and literacy, children make good progress overall in speaking and listening. They listen attentively, follow instructions and explanations carefully and talk with increasing confidence to adults and other pupils. They quickly learn to take turns when answering, asking and explaining their ideas. The teacher encourages all children to take part in discussions, such as when talking about a story such as, "Why are Jumpers Woolly?" However, due to the cramped conditions in the classroom, there are insufficient opportunities for children to further develop their speaking skills, through role-play and other play situations, for example.

73. Writing skills are developed through a range of activities. Most children begin to write recognisable letters and experiment with different writing tools. More able children write recognisable letters and words. Less confident children also often choose to use the writing table, where they make their early marks. In their early reading, children understand that print is meaningful. They begin to recognise familiar words and understand that words are comprised of groups of letters. Regular storytelling and reading from big books enhances their enjoyment of fiction. Children read regularly to adults and take their books home to share with parents, who provide good support. Suitable reading games provide reinforcement of word recognition skills. The teaching of early reading is effective because of the consistent development of skills in building words and recognising the sounds that letters make. Children are encouraged to participate in stories and to read books with adults and share them with their friends, but few opportunities are provided for role-play and other play activities. Good opportunities are provided for children to improve skills in language and literacy through a modified literacy 'hour', appropriate to their needs.

74. In mathematics children make satisfactory progress, but by the age of five, their attainment is below national expectations in early mathematical skills. A significant number

can count to 10 and most are beginning to recognise number symbols from 1 to 5. There is a small home corner where children use everyday situations to introduce sorting, matching and

ordering. Children make sound attempts to write numbers and count coins. They can match similar objects and can produce simple repeat patterns, for example, on worms and fish. Most recognise and name shapes, such as a circle, square and triangle. A satisfactory range of mathematical games supports children's learning. The quality of teaching in mathematics is good. Lessons are well planned and the teacher makes good use of different teaching strategies to provide first-hand mathematical experiences, such as chanting and singing number rhymes and counting up and down a number track. The teacher encourages the use of correct mathematical language and teaches the children to read and record numbers and other mathematical information, using pictures, objects and numerals.

75. In their knowledge and understanding of the world, children attain appropriate standards by the age of five. Their learning is enhanced by carefully planned topics, which encompass different aspects of the curriculum and include visits to places of interest. Children understand the difference between the past and present, show good understanding of their own locality and can talk about places further afield. They are aware of the needs and habitats of various creatures, such as insects and beetles. Children learn about their own faith and those of others, and are familiar with a number of significant stories from the Bible, such as the birth of Jesus and the story of Moses. They are aware of life outside their homes, the community and people who help, such as the police, doctors and nurses. The quality of teaching is good. The teacher provides a range of opportunities for children to explore the environment outside their classroom. These experiences are effectively linked to activities in the classroom by getting the children to talk, draw, paint and model what they see, using a range of materials. Good attention is paid to safety issues.

76. Children's creative development is sound overall. In the creative areas of learning, children have sound opportunities to investigate and experiment with a variety of techniques and materials. For example, they produce a colourful collage, using the key words and characters of their reading scheme. Children consistently improve their skills of using brushes and paint and have an appropriate knowledge of primary colours. They enjoy listening to sounds and join in the singing of rhymes and songs with enthusiasm, keeping together and maintaining the tune. Satisfactory opportunities are provided for children to investigate and experiment with a variety of techniques and materials. For example, they use paint to produce pictures of the Three Billy Goats Gruff. They show enjoyment in music, where they learn to appreciate different tunes and begin to understand dynamics. They begin to develop understanding of design, for example, in the use of construction kits and design tasks. The teaching of the creative aspects of the curriculum is satisfactory overall. However, opportunities to take part in imaginative role-play, such as in the home corner, are limited.

77. In their physical development, children attain satisfactory levels of skills which prepare them appropriately for Key Stage 1. They balance, throw balls, run, jump, skip, hop, climb and swing, developing their sense of space and manipulation skills. Their co-ordination is developed further by the use of tools and equipment such as scissors, brushes, pencils, paint and malleable materials. The quality of physical education teaching is good overall. The teachers effectively build on the children's natural desire to explore, develop and exhibit their physical skills by providing challenging and imaginative, but safe activities, which encourage the children to develop confidence and increasing skill. There is, however, an imbalance between indoor and outdoor activities due to the lack of opportunity and access to outdoor climbing equipment and large wheeled apparatus, to support the development of their co-ordination and social skills.

ENGLISH, MATHEMATICS AND SCIENCE

English

78. The performance of pupils aged 7 and 11 in the 1998 National Curriculum assessments cannot be reported and compared to national averages, due to the small numbers of pupils taking the tests. Over the last three years, pupils' performance in reading and writing was well below levels expected for pupils aged 7, though pupils aged 11 attained good standards. However, the number in each year group varies from year to year, in this small school, which has a significant impact when comparing performance both nationally and in relation to similar schools. Numbers are too small to provide a reliable guide to the overall trend of standards throughout the school.

79. Evidence gained during the inspection shows that pupils' attainment in reading and writing at the end of both key stages is below average. However, the difference in attainment at the end of Key Stage 2 reflects the differing prior attainment of pupils, half of whom have special educational needs. Also, the number of pupils who undertake national assessments varies each year, with only seven pupils in the current year, which limits reliable comparisons of standards from year to year.

80. On entry to the school, pupils' attainment is below average in reading and writing, although speaking and listening skills are good. The youngest children quickly develop confidence in speaking and learn to listen attentively to the teacher and to others. Very good listening skills were evident in the reception class lesson in gymnastics, where all pupils listened carefully to instructions, explanations and questions and responded well. By the end of the key stage, pupils talk confidently about their work and listen well, such as when discussing their ideas about a story they have read. They take turns to listen and to contribute their suggestions and answers, showing appreciation of others' points of view. At Key Stage 2, pupils continue to listen attentively, such as when listening to the story, 'Our House Sixty Years Ago', which was written by a local author. They follow instructions well and discuss their work sensibly. The personal and social programme contributes well to pupils' development in speaking and listening, with encouragement provided to all to contribute their ideas. By the end of the key stage, most show confidence in speaking and listening tasks, whilst more reluctant pupils are sensitively encouraged to contribute.

81. Pupils' attainment in reading is less well developed, though the school has initiated several improvements in a concerted effort to raise standards. Younger pupils in the reception class have yet to recognise and name letters of the alphabet and to recall some familiar words. However, by Year 1, pupils have made good progress in letter recognition and in their knowledge and understanding of books. For example, pupils with higher prior attainment recognise the difference between fiction and non-fiction and use suitable vocabulary when discussing the title, author and illustrator. Some pupils in Years 1 and 2 recognise the contents page in a book. However, most pupils have yet to understand sequence in a story and to recognise familiar words. A significant minority of pupils attains satisfactory levels in reading by the end of Key Stage 2.

82. At Key Stage 2, pupils read for an increasing range of purposes, using a variety of

formats. Younger pupils in the key stage continue to build up an appropriate sight vocabulary and learn to make use of the context to anticipate what might happen next in a story. They begin to recognise familiar patterns in words. However, a significant number are hesitant readers and have difficulty in making sensible attempts at reading unfamiliar words. The school has suitably targeted the younger group for additional support in literacy. Pupils in Year 5 however, make sound progress in reading, as seen, for example, in their reading of 'The Road to London'. Pupils read with good understanding and were able to answer literal and more complex, inferential questions about the

story. By the end of the key stage, however, only one half of pupils read at appropriate levels. Others remain hesitant readers and have difficulty in using the surrounding text and illustrations to anticipate unfamiliar vocabulary.

83. In writing, the youngest pupils make slow progress in letter formation, though, by Year 1, most can form letters appropriately and can spell some words unaided. Sentences are usually correctly punctuated with a capital letter and a full stop. A good range of writing formats is provided to widen pupils' understanding of the functions of print. A minority of Year 2 pupils continues to develop appropriate writing skills, though a significant number attain below average levels. Handwriting skills develop slowly though, by Year 4, most pupils write in a joined style. Progress in handwriting was, similarly, slow at the time of the previous inspection, where Year 2 pupils were unable to join letters. In Key Stage 1, pupils' understanding of sentence structure is weak. A significant number of pupils confuse tenses and they have limited understanding of punctuation. Most write simple sentences and use a limited vocabulary. By the end of the key stage, punctuation, presentation and spelling remain weak. Stories lack sustained ideas.

84. Evidence from pupils' work shows that, over the previous year, the rate of progress across the school varied. Particular groups of pupils made limited progress in reading and writing, as identified by the staff. The work seen in lessons during the inspection showed that, for most pupils, progress in reading and writing was satisfactory. Most pupils make good progress in speaking and listening. Pupils in Key Stage 2 make satisfactory progress overall in English. However, a significant number of pupils in Year 6 make slow progress in writing skills. Several pupils have yet to understand and use simple punctuation to demarcate sentences, a few combine upper and lower case letters when writing words and have poor handwriting and presentation skills. In their reading comprehension tasks, following shared reading, pupils can locate answers appropriately, but their attainment is below average for their age, by the end of Key Stage 2.

85. Pupils with special educational needs make satisfactory progress overall, supported by the school's recent focus on improving provision. The school has suitably developed a register of pupils with special educational needs and has prepared individual education plans for pupils. Well-targeted support is provided for groups of pupils whose literacy skills are weak. Planning carefully takes into account pupils' differing prior attainment and assessment criteria are suitably built into lesson plans to monitor pupils' progress.

86. Pupils generally respond well. Pupils enjoy the literacy hour. The links between English and other subjects, such as history, are good and provide reinforcement of pupils' knowledge and understanding of the past. Pupils' knowledge of language is enhanced, such as in their study of life in the 1930s, where Key Stage 2 pupils determine which verbs in the text are 'powerful'. They learn about the 1930s home, which had a 'pantry and scullery' and compare and contrast life then and now. Most pupils have positive attitudes and their behaviour is good.

87. The quality of teaching is good overall. The school has established good programmes for developing literacy and teachers use a consistent approach aimed at raising standards. The subject is well led and monitored and all staff contribute towards planning. Objectives are clear and work is appropriately matched to pupils' needs. Teachers have good subject knowledge and pupils are managed well. In the best lessons, time is used efficiently and lessons proceed at a brisk pace. Teachers' use of language is generally good and ideas are carefully explained to ensure pupils of different ages understand what is expected of them. However, in a very few instances, insufficient time is given for further explanation, particularly for pupils with lower prior attainment.

88. The school has carefully analysed and identified its provision for English, along with pupils' attainment. In a relatively short time, it has established clear priorities for improvement and has worked hard to develop the literacy hour. A consistent approach has been agreed for teaching and assessing pupils' progress and there is well-focused support for areas identified as requiring improvement. Suitable targets have been set to improve writing, in particular. However, although pupils' progress is carefully assessed, the school has yet to determine ways in which to record ongoing progress.

89. Resources for English are adequate. An audit of resources was undertaken and many unsuitable books were removed from the library. A gradual replacement of good quality books has begun. However, the library does not yet provide a resource for independent research, using a classification system. A new, good quality reading scheme has been introduced, along with some supportive computer programs. However, the subject is not generally well reinforced by the available computer software. Although adequate resources have been acquired for the literacy hour, the school lacks additional audio-visual equipment, such as tape recorders for listening and reading, and overhead projectors for shared reading activities.

90. The accommodation is satisfactory for teaching English. However, in the reception class, there are restrictions for children under five to have regular access to some creative activities, such as role-play.

Mathematics

91. Numbers of pupils who undertook National Curriculum assessments in 1998, at both Year 2 and Year 6 were below 10. It is not therefore appropriate to report national performance data for comparing the school's performance with national averages or the performance of pupils in similar schools. A study of results over the last three years indicates that, at the end of Key Stages 1 and 2, there has been a considerable improvement in standards achieved. These results reflect the variation in the numbers of pupils with special educational needs within both key stages. For example, almost half of the pupils in the present Year 6 have special educational needs. Levels of attainment upon admission to the school are below average.

92. During the inspection, standards for the majority of pupils were below average in relation to their age at the end of both key stages. However, with the recent focus on the introduction of the National Numeracy Strategy and the setting of realistic targets and strategies for improvements in pupils' attainment, the school is in a good position to improve standards and pupils' progress.

93. Since the appointment of new staff during the past year, good teaching has had a positive impact on pupils' rate of progress throughout the school. Progress is now satisfactory in most aspects of the subject and is consistent between key stages. Progress of pupils with special educational needs is also satisfactory as they are set appropriate targets, but monitoring of their progress is inconsistent.

94. Numeracy skills are developing appropriately throughout the school. Pupils are developing a satisfactory range of methods for calculating, using a combination of both paper and pencil and mental methods. By the end of Key Stage 1, the majority of pupils can count and match within 20. Higher attaining pupils have a sound knowledge of numbers to 100 and have a secure understanding of number bonds to 20. Those with lower prior attainment can count objects within 10 and record their answers. Most are developing a sound understanding of the operation of addition and subtraction and are able to draw familiar shapes, using everyday language to describe features of these shapes.

95. By the end of Key Stage 2, the majority of pupils' attainment in using mental calculation strategies is below average. They understand the relationship between addition and subtraction, using appropriate mathematical language such as "inverse operation", but their rapid recall of multiplication and division facts is less secure. Higher attaining pupils are beginning to use all four operations to solve word problems involving money, such as shopping and converting foreign currency. Pupils with average prior attainment confidently convert pence to pounds. Lower attaining pupils recognise and appreciate the value of all coins and notes and solve simple word problems involving money. They are able to explain how the problem was solved. However, pupils do not use tabulation and data handling skills effectively. Throughout the school, pupils' work in mathematics is not well supported by the use of information technology.

96. Progress throughout the school is consistent in the development of mental skills and recall of simple number facts. Younger pupils are beginning to move from calculating, using cubes to support their work, to pencil-and-paper activities and are gradually improving their speed of calculation by applying their knowledge of number facts. Pupils make slow progress in their use and application of mathematics and in the accurate presentation of information. Progress is unsatisfactory in data handling by the end of Key Stage 2. Across the school progress in shape, space and measurement is satisfactory.

97. Pupils' attitudes to their work are good in both key stages. Pupils show interest in mathematics, listen carefully and are eager to answer questions, particularly in the brisk mental arithmetic sessions. They concentrate well on all types of activities, including reinforcement and investigative or problem solving tasks. Pupils work well, both individually and in pairs. When moving from one task to another, they settle quickly to their tasks. They share equipment sensibly, help one another and are good at taking turns.

98. The teaching of mathematics is good throughout the school. The teachers are secure in their knowledge of the subject and of how children learn mathematics. All lessons proceed at a good pace and the subject matter challenges pupils of every level of attainment to think deeply and work hard. The teachers have realistic expectations of pupils and this expectation is conveyed to them in ways that enhance their confidence. The planning of mathematics is well directed to the individual needs of the pupils and tasks are appropriately set to meet their needs. There is a particularly good balance between class, group and individual work in lessons. Praise and encouragement are used effectively and pupils respond positively.

99. Teachers check pupils' understanding by discussion, marking and by the use of assessment sheets within the scheme. National Curriculum and optional standardised tests are also used to assess attainment and progress. The school is effectively piloting the Numeracy Framework to ensure that the staff are becoming confident in its use. This has resulted in improved levels of attainment and progress. Class management is good. Lesson planning is detailed and ensures a good coverage of each topic. The quality of marking, however, is inconsistent and the school has yet to develop effective systems for recording pupils' progress. All pupils have equal access to the curriculum and pupils with special educational needs are identified and given support in the classroom by the education care officer.

100. The proportion of time allocated to mathematics is appropriate. The subject is well led by the co-ordinator who is appropriately qualified to develop the subject. She is provided with suitable opportunity to monitor the teaching of the subject. The National Numeracy Strategy is used effectively to provide clear guidelines for teachers. However, the policy is in need of review. Resources are just adequate and accessible to pupils, except in the area of support through information technology. Mathematics, in which the standards of attainment and progress have improved over the past year, is used appropriately in most other subjects.

Science

101. It is not appropriate to report pupils' attainment against national averages and the averages for similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. The school has set realistic targets for improvements in pupils' attainment and has developed strategies to help achieve these targets.

102. Levels of attainment upon admission to the school are below average. During the inspection, evidence gained from lesson observations, from scrutiny of work, displayed work and teachers' plans show that attainment in science is satisfactory and close to the national average by the end of Key Stages 1 and 2.

103. At Key Stage 1, pupils study life processes and living things. In investigative science, pupils record their findings, for example, when studying the habitats of different creatures in their own locality. On their visit to the park and during a walk around the school, they discover that there are differences between local habitats. Those with higher prior attainment can suggest reasons why different plants are found in different environments. Those with lower prior attainment can name many animals that live in the local environment. Pupils read the story of "The Very Hungry Caterpillar" and with the use of books discuss how the butterfly and other animals, such as the frog and bird, produce young, which grow into adults. Younger pupils gain good knowledge and understanding of such scientific topics as the human body. Work on the main body parts is then built on effectively, as pupils learn more about human senses and how they work. Pupils understand the need for a balanced diet and how to keep healthy.

104. By the end of Key Stage 1, pupils can make simple predictions and carry out tests, such as those to determine the suitability of various materials for helmets for policemen, or boots for firemen. They can make sensible suggestions about how to find things out. They can use simple equipment and explain their observations from their investigations. Their knowledge of the topics they study is generally satisfactory and they can discuss their findings, such as those about the conditions that plants need to survive. Pupils describe and categorise different materials according to a variety of different criteria and how to set up a circuit to make a bulb light up. Those pupils with special educational needs make satisfactory progress, as a result of

the carefully prepared work and sound levels of support. By the end of the key stage, pupils have adequately covered all aspects of the subject. Skills of speaking and listening and spelling are well developed in these science lessons.

105. At Key Stage 2, most pupils have a sound knowledge about heat and friction, about the eye and the nature of light and about complicated electrical circuits that include switches. They understand how to represent an electrical circuit using drawings and diagrams. Older pupils can recognise and assess hazards and risks to themselves, when working with electrical devices and take action to control these risks. The scrutiny of pupils' work shows that many have a sound understanding of fair tests, but there is less evidence of the use of variables in their investigations. Pupils study the properties of different materials and their insulation properties. They learn to select appropriate apparatus and equipment and know how to use it safely. Most can explain and demonstrate their results confidently. Pupils can classify materials into groups, according to their different properties. The majority of pupils can use their knowledge to predict whether changes to some materials are reversible or not. Those with lower prior attainment can describe what happens when some materials are heated and cooled. Pupils with higher prior attainment can identify a range of contexts in which changes such as evaporation and condensation take place. Pupils combine their work in science with other subjects such as English and literacy skills are supported through the use of subject specific language. Information technology is not well used to support pupils' work in science.

106. All pupils, including those with special educational needs, make satisfactory progress in their scientific knowledge and understanding and in their ability to conduct fair tests. They improve their skills by working collaboratively and in discussions with the teacher. The satisfactory links with most other subject areas often enhances pupils' understanding and improves their rate of progress. Written work in science makes a sound contribution to the development of literacy skills.

107. Pupils' attitudes to work are good throughout the school. They behave responsibly and co-operate well together. Pupils enjoy science and like to work independently, using their initiative. Pupils are enthusiastic and respond well to a challenge. Most are keen to explain their work and have a desire to do well. However their reports and diagrams are not presented neatly and clearly.

108. The quality of teaching is good. A good approach to investigation has recently been introduced, which is having a positive effect on pupils' rate of progress throughout the school. Teachers' knowledge and understanding of the subject is good and their learning objectives are appropriate. Planning is detailed and often shows links with other subjects, such as design and technology and opportunities for assessment are clearly identified. Relationships between teachers and pupils are usually very good. In lessons, the pace is brisk, teachers' expectations are high and pupils and time are managed well. Day-to-day assessment is carried out informally by class teachers. However, marking is inconsistent. There are very few encouraging or helpful comments, which tell pupils how they might improve their work.

109. There is a suitable science policy and scheme of work. Both give good, general guidance on the requirements for safe and effective teaching. These schemes ensure coverage of National Curriculum science and continuity through the key stages. There are good procedures for assessing pupils' attainment in investigative science, but the school has not yet developed appropriate systems for recording pupils' progress.

110. The subject co-ordinator gives good advice and monitors teachers' planning and pupils' work. The range and quality of resources are adequate for the demands of the subject. The

accommodation is spacious for pupils in Key Stage 2, but limited for pupils in Key Stage 1, where it is barely adequate for the teaching of science.

OTHER SUBJECTS OR COURSES

Information technology

111. At the end of both key stages, standards of attainment in information technology are below average and below levels expected nationally. The youngest pupils use the keyboard and mouse to direct the pointer to the screen. Older pupils are in the very early stages of developing appropriate skills in using a word processor. Most pupils do not understand that robots can be programmed to respond to their commands, although it is planned for pupils to use a "Roamer" programmable toy to support other areas of the curriculum, such as geography, to reinforce their understanding of direction. By the end of Key Stage 1, all pupils have followed instructions on the screen when using such story programs such as "The Babysitter".

112. Older pupils develop their skills of using the computer to find out information in other subjects such as history, geography and religious education. Access to the CD-ROM supports the development of these skills. However, the lack of appropriate software means that pupils do not have access to the full curriculum and are unable to reach attainment levels expected for their age in the control aspect of information technology. Pupils have little experience of

collecting data and generating appropriate graphs to represent their findings. However, some pupils, who have computers at home, attain above average levels for their age.

113. All pupils, including those with special educational needs, make satisfactory progress in word processing skills. They do not, however, make satisfactory progress in other aspects of the subject. There is very little display of pupils' work with computers around the school.

114. When pupils use the computers, they work well in pairs or independently. They show care for equipment and help each other. They are interested in their work and keen to learn. They take pride in their work and enjoy talking about what they have done. Pupils' behaviour is good and they willingly share equipment.

115. No direct teaching was observed during the inspection and observation of computer use indicates that a low proportion of time is spent on it. Standards of attainment were judged by observing pupils at work on the computer, scrutiny of their work, discussions with pupils and reference to teachers' plans. Teachers make good use of pupils with advanced skills to support their peers. They ensure that there is equal access for all pupils to information technology. Systems for monitoring and supporting pupils' progress are underdeveloped.

116. The recently appointed and enthusiastic co-ordinator has clear vision of the main areas for further development of the subject. These include the formulation of a policy and scheme of work to give clear guidance for teaching skills and the use of information technology across the curriculum, more training for staff and improved resources, to enhance the pupils' learning.

Religious education

117. Attainment in religious education at the end of both key stages meets the expectations

of the locally agreed syllabus. Throughout the school, pupils show increasing understanding of festivals and celebrations in Christian and other major faiths. Pupils develop a satisfactory understanding of religious concepts through stories from the Bible. No pupils are withdrawn from religious education.

118. In their topic work on “Ourselves”, younger pupils learn about Jesus’ family and begin to understand that we all belong to a family and that families might be different. They know that there are stories about families in some of the Holy Books and listen to the story of Ganesh. They discuss what makes them happy and sad and the people they can trust when they are feeling sad. Pupils in Years 1 and 2 have a sound understanding of Christian festivals, such as harvest, and know that we say thank you for all the gifts provided from the land, the sea and the air. They are familiar with a number of significant stories from the Bible, such as the birth of Jesus and the story of Moses. They understand about precious things and how to treat sacred books and artefacts with reverence. They discuss ideas of personal belief and stories of right and wrong, with sensitivity towards others’ feelings.

119. As they progress into Key Stage 2, pupils learn more about the relevance of Bible stories and how these stories can make them think about their own lives. Younger pupils become increasingly familiar with important festivals such as Christmas, Hanukkah and Diwali. Pupils are aware that festivals are a time for celebration to be shared with friends and family. Pupils demonstrate a sound awareness of the Jewish and Hindu faith. They can compare and contrast Hindu and Christian stories. They are given good opportunities to think about the concept of the restfulness of Shabbat. In lessons, they are given time to reflect on the value and importance of prayer, their own values, commitments and responsibilities. Throughout the school, pupils realise

that prayers can be about asking for help or for giving thanks and that they can be a means of communicating feelings to God. Pupils are well able to discuss their own ideas and do so with sensitivity towards one another, using a satisfactory vocabulary of religious terms.

120. Pupils in both key stages make satisfactory progress in religious education. Pupils with special educational needs make the same sound progress. Pupils discuss in depth matters within their experience, such as people in need. They show a growing awareness of self, others and the natural world. Throughout the school, they become increasingly familiar with important ideas in Christianity, Hinduism and Judaism. Through discussion, pupils develop an understanding of responsibility to one another and of right and wrong.

121. Pupils’ attitudes to learning are good. They respond well to the opportunity to learn about different beliefs and show a willingness to learn from the experiences of others. In class lessons and assemblies pupils listen well, ask relevant questions and put forward thoughtful views. All pupils are well behaved.

122. Teaching is mainly good and never less than satisfactory throughout the school. Relationships with pupils are very positive. Explanations at the beginning of lessons are clear. Teachers make good use of the policy and scheme of work, which provides a good structure that interprets the locally agreed syllabus well. Teachers build effectively upon pupils’ own experiences, using good questioning skills, which promote lively discussion. Pupils are encouraged to voice different points of view and to give extended answers, such as when discussing their feelings about different forms of music.

123. A range of teaching strategies, including the use of videos and discussion, is used.

Resources, including artefacts, are used effectively and the accommodation is adequate for the teaching of religious education. The subject co-ordinator gives sound leadership of the subject. Resources are satisfactory and include an interesting collection of artefacts associated with some of the principal religions.

.. 124. The recently appointed co-ordinator has a good knowledge of the subject and provides appropriate support for teachers. She is aware of the need to update the policy and scheme of work. The school's thematic approach is effective in providing very good continuity and progression of knowledge and understanding of different faiths, but systems for recording pupils' progress are underdeveloped. Acts of collective worship are used well to support religious education and provide further opportunities for pupils to extend their learning. Although resources have recently been increased, the school recognises the need to include a wider collection of artefacts associated with some of the principal religions.

..

.. **Art**

125. During the inspection, only one art lesson was seen. However, evidence from this lesson, teachers' planning, discussions with teachers and pupils and the scrutiny of pupils' work, shows that sound progress is made throughout the school by most pupils, including those with special educational needs.

126. Art is often linked to topics, across the curriculum. Younger pupils in the school, for example, have looked at patterns and shapes on animals' skin and on feathers, as part of their science work. Their appreciation of other artists' work, such as 'The Nubian Giraffe', by Jacques-Laurent Agasse, is included within the topic. Similarly, in links with religious education, pupils have drawn their ideas of an ideal world. Pupils use an appropriate range of materials, including crayons and paint, and have suitable opportunities to experiment with a variety of techniques, including printing, collage and work with clay.

127. At Key Stage 2, pupils continue to develop satisfactory observation and imaginative skills. In the lesson seen, pupils used their sketchbooks to sketch artefacts studied in their history topic about life in the 1930s. Most observed closely, to produce realistic sketches of objects such as old teapots. Some were able to depict light and shade and most showed sound understanding of shape. Plans show that, in their study of pattern in art, pupils have made exploding shapes, undertaken montage work and designed a fabric pattern, incorporating patterns of an animal coat. Rousseau's work has been used as a stimulus for studying camouflage and Tunnicliffe's "Summer at Shoreland" provided a focus for sketching individual features of animals. Pupils have continued to use a range of materials, including threads and clay, such as in embroidering a spider's web and in making animals from clay.

128. Planning for art is detailed, showing clear learning objectives, along with assessment criteria. Aims are appropriate and show suitable progression throughout the school. However, the policy for the subject is out of date. Staff collaborate well in planning and subject leadership is good. Work throughout the school is carefully monitored and evaluated. At the time of the inspection, due to the recent refurbishment of the school, there was only a limited display of pupils' work. However, a good display of work on colour was seen in the Reception, Year 1 and 2 class, where pupils were learning about the effects of mixing black and white with other colours.

129. Resources for art are satisfactory, overall, though the library lacks sufficient books for pupils on the subject. The accommodation is satisfactory, with an attractive outdoor area and

garden, which provides an additional valuable resource for art.

..

Design and technology

130. No lessons were seen during the week of the inspection. Evidence was gained from planning, pupils' work and discussion with teachers, pupils and the subject co-ordinator. All pupils, including those with special educational needs, make satisfactory progress in relation to their age and ability.

131. At Key Stage 1, pupils' skills in design and technology are appropriately developed in the areas of designing, making and evaluating. Younger pupils enjoy working with construction kits. Older pupils design and make models with three-dimensional shapes. After reading the story of "The Lighthouse Keeper's Lunch", pupils consider what makes a good sandwich. They test different packaging to see which would be the best one to wrap sandwiches in to take to the seaside. They are able to select materials and cut and shape when making Christmas cards. They learn to use apparatus and tools sensibly, making appropriate selections of materials to be used and cutting and fixing with appropriate accuracy and precision. They can reflect on their ideas and suggest improvements to their models. By the end of the key stage, most pupils, including those with special educational needs, have a sound understanding of designing, making and evaluating.

132. At Key Stage 2, pupils are provided with an increasing range of tasks. They evaluate carrier bags, umbrellas, food packaging and building materials such as bricks. By the end of the key stage, they design and make a carrier bag to hold a specified weight of potatoes. Most pupils make realistic suggestions about how they can achieve their intentions and begin to recognise that there are different choices that need to be taken into account. They design a mosaic floor and make Roman soup to link with their studies of the Romans. Older pupils design and make a poster to highlight risks of electricity and/or electrical devices and action needed to control risks. Throughout the school pupils' knowledge in the subject is enhanced by the good links which are made with science, art and religious education.

133. Pupils make satisfactory progress in their designing and making skills throughout both key stages. They consolidate and practise relevant skills as well as refining their design ideas and evaluating more constructively. They explore and use with increasing skill different techniques for cutting, joining and shaping materials. As pupils get older, they become more aware of the suitability of the materials they select for their models.

134. Pupils enjoy solving problems created by design and technology tasks. They use appropriate vocabulary and show enthusiasm for the subject. Pupils take pride in their achievements and suggest a variety of ways in which their ideas could have been improved.

135. Links are made between subjects to reinforce pupils' understanding. Subject knowledge is sound and work is matched appropriately to pupils' levels of attainment. Teachers ensure that resources are easy for pupils to locate. Opportunities to extend pupils' vocabulary are taken and appropriate terms explained. Planning identifies the focus of a topic and plans for each term provide a sound basis for pupils' work. Few records are kept on the work pupils have covered. Resources are adequate, used well and easily accessible for pupils.

136. The subject co-ordinator recognises the need to develop a subject policy. The scheme of work identifies good procedures for designing, making and for pupils to evaluate their work. Subject leadership is good. The co-ordinator provides good support and guidance and

monitors the implementation of the subject. Resources for design and technology are satisfactory. There is an adequate range of books, materials and equipment.

..

Geography

137. No lessons in geography were seen during the inspection. Evidence gained from plans, discussions with teachers and pupils and the scrutiny of pupils' work shows that pupils, including those with special educational needs, make sound progress throughout the school.

138. Younger pupils in the school recognise similarities and differences between their own locality and others. They can identify features of an area, such as a seaside town and begin to note differences in land use. Pupils use a simple key in mapping skills and recognise the links between aerial photographs and maps. By the end of Key Stage 1, they understand the value of using secondary sources, such as photographs and drawings for information.

139. At Key Stage 2, pupils use and interpret maps and globes. They learn about scale and can locate places and follow routes, using four figure grid references. Most can use the contents and index pages of atlases and recognise different sources of evidence, such as pictures, books and television programmes. Pupils understand the effects of weather and pollution on the environment.

140. From discussions with pupils, they enjoy geography and many talk knowledgeably about their own area. The geography policy is out of date and is to be reviewed. The school uses national schemes of work for geography. Planning is detailed, showing clear learning objectives for pupils with differing prior attainment. Assessment is carefully built into planning. However, systems for recording progress are underdeveloped. A good balance of topics is planned across each year and good links are often made between geography and other subjects. In many plans, good opportunities are provided for reinforcing pupils' numeracy and literacy skills. For example, when studying seaside areas, pupils undertook a survey of places visited by people. Within the same topic, they read 'Abigail at the Seaside', and wrote poems about a day at the seaside.

141. Resources are adequate for geography, though the school appropriately plans to increase its stock, including globes, to meet the requirements of topics. The outdoor area provides a good resource for fieldwork and pupils regularly visit local places of interest as part of their studies. Visitors also make a good contribution to pupils' learning. For example, a local theatre group performed a play about conservation called, 'Reduce, Reuse, Recycle' and a groundwork trust group have given advice on improving the school allotment.

History

142. Only one lesson was seen during the week of the inspection. From this observation and those of some literacy lessons, which were linked to history, plans, discussions and the scrutiny of pupils' work, pupils make sound progress in their knowledge and understanding of the past. Pupils with special educational needs make sound progress, though their literacy skills sometimes limit their successful recording of work.

143. In the history lesson observed at Key Stage 1, pupils learned about Florence Nightingale's work in the Crimean War. They recognised that there were differences in the

past, but their awareness of time was not fully secure. They began to use appropriate vocabulary to describe the qualities of Florence Nightingale, using such words as 'brave, fascinating and strong', and were able to suggest ways in which she might have travelled to that part of the world.

144. At Key Stage 2, pupils show sound understanding of chronology. They have studied the Roman settlement in Britain and have looked at the society of North American Indians. Pupils have considered reasons for and the results of European influences and have sound understanding of the ways in which the past is represented. They can discuss differences and similarities between different times and recognise the main events that influenced history. In the current topic about the 1930s, pupils understand the ways of life then, supported by a range of evidence, including first-hand accounts, fiction and artefacts.

145. In the Key Stage 1 lesson, teaching was satisfactory overall. The topic selected was appropriate and carefully resourced. However, though the subject was introduced clearly, the pace was too fast for younger pupils. Insufficient time was given to explain ideas further or for pupils to ask questions. Pupils enjoy history, showing enthusiasm when talking about what they have learned. In the lessons observed, their behaviour was good and they listened attentively.

146. The policy requires review. Teachers follow national schemes for history, which is taught within a two-year topic grid. Planning is generally good, showing clear objectives, time scales, resources, learning experiences and opportunities for assessment. Plans show good links between history and other subjects, including English and mathematics. Resources are satisfactory overall, though pupils lack the benefit of using the computer and a classified reference library to undertake information retrieval skills. Good use is made of outside resources for visits, including Derby museums and Chatsworth.

Music

147. Due to the school's timetable arrangements, only one music lesson was observed in each key stage. Further judgements were based on singing in assemblies. In addition, teachers' plans were scrutinised and discussions were held with pupils.

148. All pupils, including those with special educational needs, make satisfactory progress. Pupils steadily improve their knowledge, understanding and musical skills. They are increasingly able to use musical vocabulary in responding to music. The enthusiasm and interest which pupils bring to lessons has a positive impact on their progress.

149. At Key Stage 1, pupils know a variety of songs and hymns by heart. They sing enthusiastically and in time with each other. Younger pupils explore sound and pattern, using a range of percussion instruments. They clap in time to songs such as, "Jack and Jill". Pupils in Years 1 and 2 confidently recognise different sound in music. They recognise and identify sounds of instruments such as tambourines and guitars. By the end of the key stage, pupils confidently join in with action songs such as, "Can You Guess?"

150. By the end of Key Stage 2, pupils recognise the unique characteristics of different forms of music. They have a good understanding of different types of music and show clear preferences and appreciation of the variety available, including music by Glen Miller. They

listen carefully to a variety of music from the past and identify which instrument makes which sound. Teachers use music effectively in a variety of lessons, such as when linking music with their history topic. For example, pupils listen and sing to music such as, "Keep the Home Fires Burning," from the Second World War. The teacher has secure subject knowledge and uses this well to make lessons interesting and full of variety. Pupils at both key stages sing well in assemblies.

151. Most pupils are keen and enthusiastic and willing to take part in music-making activities. Those with special educational needs are fully integrated into the lessons and enjoy their music, making a positive contribution to class discussions. A limited number of pupils receive woodwind, keyboard and brass lessons through the county tuition scheme.

152. In the lessons seen, the teaching of music was sound. The teacher knows the pupils well and effectively maintains pupils' interest. Teachers provide good opportunities for the pupils to listen to a variety of styles of music in assembly. The school has satisfactory resources for music and teachers make good use of them. There is a suitable policy and continuity and progression are clear. However, few records of progress and attainment are kept.

Physical education

153. All pupils, including those with special educational needs, make good progress in physical education by the end of Key Stage 2.

154. At Key Stage 1, younger pupils quickly learn to listen attentively to instructions, make good use of space and to improve their performance. In their lesson on moving in different ways, for example, the youngest pupils could demonstrate contrasting ways of moving, noisily and quietly, slowly and quickly and by running and jumping. Pupils were able to collect apparatus independently and showed good understanding of the rules of the gym. Several were able to explain the effects of exercise on their bodies. In dance, pupils interpreted the music well, working ably with partners and showing good control and imagination.

155. At Key Stage 2, in dance, pupils were able to express their feelings and moods, showing good interpretation of the music, 'Crocodile Shoes', which they clearly enjoyed. Pupils are well aware of health and safety rules, make good use of space and they strive to further improve their performance.

156. No lessons were seen in gymnastics at Key Stage 2, but planning shows that all programmes of study are covered in physical education. Pupils with higher prior attainment are appropriately challenged to undertake more complicated tasks, with specific areas highlighted as criteria for assessment. Swimming is provided for all pupils during the school year, though this is reliant on the voluntary help from the part time teacher, who is a qualified instructor. Most pupils attain levels required nationally. A range of games is taught, including kwik cricket, French cricket, rounders, basketball and football. In the summer, pupils are taught athletics, including throwing, jumping and relay running.

157. As with most policies, the physical education policy is to be reviewed and updated. Resources are good and the subject is well supported by other members of the community, who volunteer their time to coach sports such as football and basketball. The school takes part in inter-school events and older pupils benefit from outdoor adventurous pursuits during a

residential visit. The accommodation is satisfactory overall for teaching physical education, though the youngest children in the school lack the benefit of having large, outdoor play equipment to enhance their early physical development. Since the last inspection, the hall floor has been improved and the area has been safely organised for lessons in gymnastics.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

158. The school was inspected over two and a half days by three inspectors. A preliminary visit was made to the school prior to the inspection. In total, six inspector days were spent making observations of 28 lessons or parts of lessons. All classes were seen, a sample of pupils' work over the previous year was examined and inspectors listened to the reading of a representative group of pupils. Discussions were held with teachers, governors, the headteacher and other members of staff. Eleven parents contributed their views at a meeting with the inspector and 17 responded to a questionnaire.

DATA AND INDICATORS

159. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	48	0	12	8

Teachers and classes

Qualified teachers (YR – Y6)

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

2.2
21 : 1

Education support staff (YR – Y6)

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

1
16.25

Primary schools

Average class size:

24

Financial data

Financial year:

1998/99

	£
Total Income	87,820
Total Expenditure	84,050
Expenditure per pupil	1,868
Balance brought forward from previous year	- 3,259
Balance carried forward to next year	511

PARENTAL SURVEY

Number of questionnaires sent out:

39

Number of questionnaires returned:

17

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	29	59	6	6	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	65	23	6	6	0
The school handles complaints from parents well	23	29	48	0	0
The school gives me a clear understanding of what is taught	18	53	6	23	0
The school keeps me well informed about my child(ren)'s progress	23	41	18	18	0
The school enables my child(ren) to achieve a good standard of work	35	47	18	0	0
The school encourages children to get involved in more than just their daily lessons	29	53	12	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	23	53	12	12	0
The school's values and attitudes have a positive effect on my child(ren)	47	41	12	0	0
The school achieves high standards of good behaviour	29	48	23	0	0
My child(ren) like(s) school	59	41	0	0	0