

INSPECTION REPORT

**Woodthorpe Church of England
(Voluntary) Primary School**

Chesterfield

LEA area: Derbyshire

Unique Reference Number: 112857

Headteacher: Mrs M Wells

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 18 – 21 October, 1999

Under OFSTED contract number: 707188

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	-	Primary	
Type of control	-	Voluntary	
Age range of pupils	-	4 - 11	
Gender of pupils	-		Mixed
School address	-	Seymour Lane Woodthorpe Mastin Moor Chesterfield Derbyshire S43 3DA	
Telephone number:	-	01246 472584	
Appropriate authority:	-	The Governing Body	
Name of chair of governors:	-	Mr G. J. Lowe	
Date of the previous inspection:	-	March 1996	

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
Mr Paul Edwards Registered Inspector	English Information technology Religious Education Geography Music Physical education	Attainment and progress Teaching Leadership & management Efficiency
Mr Bernard Harrington Lay Inspector		Equal opportunities Attendance Attitudes, behaviour and personal development Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources.
Ms Susan Russam Team Inspector	Under fives Mathematics Science Design and technology Art History	Special educational needs Curriculum and assessment Spiritual, moral, social and cultural development

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU
Tel: 01638 570375

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 in writing with OFSTED by writing to:

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

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
- Key indicators 4

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 5
- Attitudes, behaviour and personal development 15
- Attendance 19

Quality of education provided

- Teaching 21
- The curriculum and assessment 27
- Pupils' spiritual, moral, social and cultural development 38
- Support, guidance and pupils' welfare 43
- Partnership with parents and the community 50

The management and efficiency of the school

- Leadership and management 54
- Staffing, accommodation and learning resources 60
- The efficiency of the school 64

PART B: CURRICULUM AREAS AND SUBJECTS

- Areas of learning for children under five 69

- English, mathematics and science 84

- Other subjects or courses 111

PART C: INSPECTION DATA

- Summary of inspection evidence 152

- Data and indicators 153

MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The school has been successful in implementing the literacy strategy and this has had a positive impact on standards.
- The proportion of pupils attaining the expected level in reading, writing and mathematics at the end of Key Stage 1 is above the national average.
- There are good procedures for assessing the pupils' attainment.
- The pupils have positive attitudes to their work and they behave well.
- There are good relationships between the pupils and between the staff and pupils.
- Attendance is good and there are good procedures for monitoring attendance.
- The school makes good provision for the pupils' moral and social development.
- Parental involvement in their children's learning is good.
- There is a positive and caring ethos.
- There are very good procedures for financial control and administration.
- There is a good number of support staff who are used effectively.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards in religious education and information technology are too low at the end of both key stages.
- II. The teachers' short and long-term planning for the children under five does not reflect the recommended Desirable Learning Outcomes.
- III. The teachers' knowledge and understanding of some aspects of the curriculum are unsatisfactory.
- IV. The formal monitoring of teaching and the curriculum is under-developed.
- V. There is a lack of balance in the curriculum in both key stages and the management of the school lacks a clear focus for improving this balance.
- VI. The provision for the pupils' cultural and spiritual development is unsatisfactory.
- VII. The building has a detrimental effect on the pupils' learning.

Although the school has strengths, there are weaknesses in important areas of school life. The weaknesses identified in the inspection plan will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made some progress since the last inspection. It has produced a whole school development plan that incorporates appropriate priorities, time scales and costings. Whilst work has been carried out to produce a whole school curriculum plan there is a lack of balance within the curriculum and some subjects are given insufficient coverage. The improvement made since the last inspection is unsatisfactory.

• STANDARDS IN SUBJECTS

There were only 6 eleven year old pupils in the 1998 cohort and it is not possible to make direct comparisons with similar schools. However, the proportion of pupils attaining the expected level in English and mathematics is broadly average. All of the pupils attained the expected level in science. The proportion of pupils attaining the expected Level 2 in reading, writing and mathematics is higher than seen nationally.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		None seen	None seen
Religious education		Unsatisfactory	Unsatisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

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

In 87 per cent of the lessons observed the teaching was satisfactory or better. In 35 per cent of lessons it was good and it was very good in 3 per cent of lessons. The overall quality of teaching is satisfactory throughout the school. Teaching in religious education and information technology is unsatisfactory.

Teaching was unsatisfactory in 13% of the lessons and these were found in both key stages. This is an improvement on the previous inspection when almost 25 per cent of the lessons were unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	The pupils are responsive and in most lessons their behaviour is good. They are respectful of each other and
Attendance	Good.
Ethos*	Good. There is a commitment to raising standards, relationships are good and the pupils have a positive attitude
Leadership and management	Satisfactory overall. However, the senior management team and the Governing Body have yet to improve the quality of curriculum planning to ensure that the curriculum is balanced and that the pupils make at least satisfactory progress in all
Curriculum	The curriculum for the children under five is not planned to cover the recommended Desirable Learning Outcomes. The
Children with special educational needs	The provision for pupils with special educational needs is satisfactory.
Spiritual, moral, social & cultural development	There is good provision for the pupils' moral and social development. Provision for their spiritual and cultural
Staffing, resources and accommodation	The school has an appropriate number of teachers to meet the demands of the National Curriculum and religious
Value for money	Taking account of the pupils' standards in English, mathematics and science, the progress made in these

** 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
VIII. The attainment of their children, particularly in reading, writing and mathematics. IX. The good behaviour that is promoted. X. The homework policy XI. The quality of reports and the consultation evenings	

The parents were very positive about the school and thought it provided a good education under difficult circumstances.

Key issues for action

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

- . raise standards in information technology by the end of both key stages by
 - ensuring that all aspects of the curriculum are taught
 - ensuring that teachers plan opportunities for information technology to be used to support all areas of the curriculum;
 - providing appropriate in-service training that will develop teachers' knowledge and expertise.
(paras 12, 23, 28, 58, 65, 79, 102, 113-115)
- . raise standards in religious education at the end of both key stages by
 - ensuring that the knowledge and skills outlined in the Locally Agreed Syllabus are progressively taught.
 - improving the range of resources
(paras 13, 23, 24, 27, 28, 37, 40, 58, 62, 66, 116)
- . improve the quality of short and long term planning for the children under five by ensuring their curriculum is planned according to the recommended Desirable Learning Outcomes; (Paras 22, 27, 70))
- . improve the quality of the curriculum at Key Stage 1 and Key Stage 2 by
 - ensuring that all pupils receive a balanced curriculum which gives appropriate attention to the non-core subjects; (Paras 27, 54, 59)
 - developing the monitoring of teaching and the curriculum by clearly defining the role of subject co-ordinators and developing the involvement of governors in monitoring the curriculum (paras 22, 54, 56, 67, 127)
- . improve the provision for the pupils' cultural and spiritual development by providing them with more opportunities to study different cultures, to reflect upon their own experiences and to consider and discuss their feelings; (Paras 41, 42, 127, 138)
- . make improvements to the building as and when funds allow. (Paras 61, 66, 91, 129, 134, 147)

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

- . Ensure that when temporary staff are employed, they are used efficiently (paras 21, 66)

Improve the quality of teaching where it is less than satisfactory. (paras 21, 23, 115, 119, 126)

Introduction

Characteristics of the school

1. The school serves the village of Woodthorpe, close to the town of Staveley. There are 108 pupils on roll and this includes 18 children under five in the Reception class. Most of the pupils come from the local area although a significant minority come from beyond what used to be the school's catchment area. Unemployment in the area is relatively low and the proportion of pupils eligible for free school meals (9 per cent of the school population) is low. The number of pupils from ethnic minority backgrounds is very low.
- 1.
2. Children are admitted to the Reception class in September and January on a full-time basis. The majority attend the nursery at the nearby primary school or private nurseries prior to full-time education. Pupils are taught in four classes each with mixed aged groups. There are 14 pupils on the school's register of special educational needs, one of whom has a statement of special educational needs. At the time of the last inspection there were 68 pupils on roll. Due to the increase in the number of pupils, a further classroom is to be built shortly. Attainment on entry to the Reception class is average.
- 2.
1. The school has negotiated literacy and numeracy targets for 2002 and is on course to achieve them. The general aims of the school are concerned with 'enlarging the child's knowledge, experience and understanding'. The immediate priorities include:
 - . The implementation of the numeracy strategy
 - . Improving the quality of the information technology and music curriculum
 - . Improving standards of literacy and numeracy in line with agreed targets.

4. Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	8	10	18

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	8	8
	Girls	9	9	9
	Total	17	17	17
Percentage at NC Level 2 or above	School	94 (88)	94 (88)	94 (94)
	National	77 (74)	81 (80)	84 (83)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	8	8
	Girls	9	9	9
	Total	17	17	17
Percentage at NC Level 2 or above	School	94 (82)	94 (94)	94 (94)
	National	81 (80)	79 (83)	85 (85)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	6	5	11

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	6
	Girls	3	3	5
	Total	7	7	11
Percentage at NC Level 4 or above	School	64 (100)	64 (66)	100 (100)
	National	65 (63)	59 (62)	69 (68)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	6
	Girls	3	4	5
	Total	7	7	11
Percentage at NC Level 4 or above	School	64 (100)	73 (83)	100 (100)
	National	65 (63)	65 (64)	71 (69)

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

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

Attendance

Percentage of half days (sessions)		%
Authorised Absence	School	5.1
	National comparative data	5.7
Unauthorised absence	School	0.0
	National comparative data	0.5

Exclusions

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

Quality of teaching

Percentage of teaching observed which is:		%
Very good or better		3
Satisfactory or better		87
Less than satisfactory		13

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

1. The results of the baseline assessment tests carried out when children enter school indicate that children enter the Reception class with a wide range of attainment but overall it is broadly in line with the national average. The children make satisfactory progress in the Reception class and most are likely to achieve the recommended Desirable Learning Outcomes by the time they are five.
2. The results of the 1998 National Curriculum Assessments at the end of Key Stage 2 show that the pupils' attainment in English was above the national average but broadly average when compared to similar schools. No pupils attained at the higher level. Inspection evidence indicates that standards are broadly in line with what is seen nationally. A small minority of pupils are attaining standards in reading that are better than those seen nationally. The National Curriculum test results show attainment in mathematics to be above the national average with the proportion of pupils attaining the higher level similar to what is seen nationally. The proportion of pupils attaining the average Level 4 was very high with the proportion attaining the higher level similar to the national average. Inspection evidence shows that the pupils' attainments in both these subjects is broadly in line with the national average. In science, at the end of Key Stage 2, National Curriculum test results in 1998 show that pupils' attainments are above the national average and that of similar schools. These judgements are confirmed by evidence from the inspection. Attainment over time, based on National Curriculum test scores indicates the pupils' attainment has been very high for both boys and girls.
3. The results of the 1998 end of key stage National Curriculum test results for seven-year-olds show that the pupils' attainments were broadly average in reading, writing and mathematics although the proportion achieving the higher level was below the national average in each area. Inspection evidence confirms that attainment is broadly average in reading, writing and mathematics although a significant minority attain higher standards in reading. In science, the results of the National Curriculum assessments made by the teachers in 1998 indicate that at the end of Key Stage 1, the pupils' attainments are above national averages. The teachers' assessments of pupils achieving standards above national expectations are well above average. The pupils' attainments are also high when compared to the attainment of pupils in similar schools. The 1999 teacher assessments for Key Stage 1 indicate the percentage of pupils achieving the expected Level 2 is above the national average. In both key stages, due to the small numbers of pupils in the year groups concerned, the difference from year to year are not statistically significant and so no trends can be identified.
4. The attainment of pupils with special educational needs is in line with their prior achievements. For the minority of pupils with individual education plans the progress they make in relation to their individual targets for learning is satisfactory. Pupils who receive additional support from specialist teachers also make satisfactory progress in relation to their specific learning targets.
5. The pupils make satisfactory progress in speaking and listening. They follow instructions given by adults and act on suggestions. The majority listen carefully to one another and to their teachers. By the end of Key Stage 2, the majority are able to

speak confidently in a range of situations and they express their views articulately. The pupils make at least satisfactory progress with their reading. By the end of Key Stage 1, most of the pupils are fluent readers who can remember the main events and describe the characters in the stories they read. By the end of Key Stage 2, most pupils read fluently from a range of both fiction and non fiction books. A significant majority read with good expression and a clear understanding of what they read. Whilst the school has no library, the majority demonstrate the ability to use reference books for research purposes. The pupils' progress in writing is satisfactory. There are opportunities in both key stages for pupils to write letters, accounts, reports and stories. The introduction of the literacy hour has had a positive impact on the pupils' attainment and progress throughout the school.

6. By the end of Key Stage 1, most of the pupils make satisfactory although inconsistent progress in mathematics. They are competent in addition, subtraction and multiplication of single numbers. Most understand the place values of tens and units, and some have progressed to working with bigger numbers. The pupils use mathematical vocabulary but there are too few opportunities for them to carry out their own mathematical investigations. By the end of Key Stage 2, the majority are competent in using the four rules. They have a satisfactory understanding of place value, calculate areas of regular shapes and measure angles accurately. However, there are again too few opportunities for them to undertake their own mathematical investigations. Computers are not yet used systematically to support their work in mathematics.
7. In both key stages, the majority of pupils make satisfactory progress overall in science. They acquire appropriate scientific knowledge and vocabulary. By the end of Key Stage 1, they sort materials according to specific criteria and know the difference between natural and man-made materials. They acquire some knowledge of life processes and the development of living things. Their understanding of physical processes is unsatisfactory, as is their ability to plan and carry out investigations. By the end of Key Stage 2, the pupils have a satisfactory knowledge and understanding of the human skeleton and its function and of the major organs of the body.
8. Attainment in information technology is below national expectations by the end of both key stages and pupils make unsatisfactory progress throughout the school. By the end of Key Stage 1, the pupils are familiar with the mouse and keyboard and use them successfully. By the end of Key Stage 2, the pupils can present text using different formats and fonts. They are competent in saving and retrieving information and are adept at moving around menus. However, due to the fact that the school has only recently acquired some of its up to date hardware and software, and the limited skills of some staff, computers have not been used significantly for control, data handling and research purposes. The school recognises this is an area for development. The subject is mainly used to support the English curriculum.
9. In religious education, whilst the pupils have a satisfactory understanding of the Christian element of the locally agreed syllabus, their knowledge of other faiths and religions is weak and pupils' attainment is below the expectations of the locally agreed syllabus at the end of both key stages. Overall pupils make unsatisfactory progress.
10. In both key stages, the pupils make good progress in history and satisfactory progress in music and physical education. However, attainment in geography and design and technology is below national expectations and pupils make unsatisfactory progress. This is due to the narrow curriculum, and in the case of design and technology, the severe restrictions created by the building. Whilst the pupils' attainment in art is

broadly in line with what is seen nationally their progress is unsatisfactory overall due to the teachers failing to build on the skills that have been taught previously.

Attitudes, behaviour and personal development

11. Generally, pupils have good attitudes to their work and demonstrate a desire to succeed. They are attentive in lessons and respond well to the challenge of new tasks. Most pupils are able to work co-operatively with their classmates, and some older pupils are developing their personal study skills. The majority of the pupils have positive attitudes towards the literacy and numeracy lessons and enjoy their work in these areas. The pupils' attitudes have a positive impact upon the standards attained and upon their progress. Almost all parents responding to the questionnaire stated that their children enjoyed coming to school and that the school achieves high standards of behaviour.
12. The behaviour of the vast majority of pupils is good and makes a significant contribution to the progress achieved in lessons and enhances the quality of life in the school. Behaviour during playtimes and lunchtimes is good and there have been no incidents of bullying reported. During wet breaks, the activities and close supervision provided maintain this good behaviour. There are good relationships between pupils and between pupils and adults in school. The pupils' discipline is generally good, but a significant minority demonstrate poor self-discipline and are often disruptive in lessons and when passing through adjacent classrooms when lessons are in progress. This behaviour often inhibits the progress of the lesson and prevents suitable standards of attainment from being achieved. There have been no recent exclusions.
13. The pupils' personal development is satisfactory but few opportunities are provided for them to take responsibility for aspects of their learning. The academic performance of pupils is formally monitored throughout their time in school and portfolios of pupils' work demonstrate the academic progress that has been made. Comments within annual reports to parents often provide appropriate comments on personal development. However, not all teachers make use of the section on "How you may help your child" which is an opportunity lost. Through fundraising activities, pupils are aware of the needs of others, especially those less fortunate than themselves.
14. In general, the school has maintained the good standards of behaviour and discipline described in the previous inspection report, but there is no evidence of the clear policy mentioned for the promotion of self-discipline.

Attendance

15. Attendance is good. Whole school attendance for the last year was 96.2 per cent which was above the national average. The corresponding rate of unauthorised absence was 0.1 per cent which is well below the national average. Pupils arrive on time and the school day starts promptly. Pupils' good attendance has a direct and positive impact upon their attainment and progress.
16. The school has maintained the good levels of attendance detailed in the last inspection report, and has consistently achieved attendance rates higher than the national average.

Quality of education provided

16. Teaching

17. The quality of teaching is satisfactory overall. Teaching is very good in three per cent of lessons, good in 35 per cent and satisfactory in 49 per cent. It is unsatisfactory in 13 per cent of lessons and these are found in both key stages. This is an improvement since the last inspection when almost 25 per cent of the lessons were said to be unsatisfactory. At the time of the current inspection, there were several supply teachers employed, some of whom were unfamiliar with the school or with the primary curriculum. The majority of the unsatisfactory teaching was observed in lessons being taught by supply teachers.
18. Overall the quality of teaching for children under five is satisfactory. Children are made to feel secure through the regular routine and pattern to each day. The staff manage the children well and ensure the atmosphere is warm and supportive. There is a high expectation of the children's behaviour and homework is provided to reinforce learning. Due to the staff's lack of familiarity with the Desirable Learning Outcomes, lesson planning and organisation is frequently inappropriate for the under-fives. The school has recognised this as an area for development and staff training. Occasionally, unreasonable demands are placed upon the children during literacy and numeracy lessons. The school recognised the need to appoint a learning support assistant for the under fives but the school has yet to make the most effective use of her expertise and skills. Assessment procedures are in place and satisfactory use is now being made of them to track the children's progress. However, the quality and use of day to day assessment is unsatisfactory. There is no system of monitoring all the daily tasks undertaken by each child or recording what they know, understand and can do at the end of each lesson.
19. The overall quality of teaching in Key Stage 1 and Key Stage 2 is satisfactory. The quality of teaching enables appropriate progress to be made in the core subjects of English, mathematics and science. There are however, weaknesses in the teaching of religious education and information technology. The teaching of religious education is undertaken by a teacher who has insufficient understanding of the multi-faith aspect of the subject. The teaching of word processing skills is undertaken satisfactorily but the teachers have a limited understanding of other aspects of information technology. The teachers' knowledge of English, mathematics and science is generally satisfactory, although the range of science activities taught is narrow. Most teachers have a good understanding of the history curriculum but it is less secure for geography. The better teaching is seen consistently at the end of Key Stage 2, where the quality of planning, high expectations and good relationships have a positive impact on the progress made by the majority of pupils.
20. The teachers have appropriate expectations of what the pupils can achieve and in literacy they are often good, particularly in the Year 5 and 6 lessons. The pupils in this class are usually provided with challenging activities, enabling pupils of all abilities to make satisfactory or better progress. In some religious education lessons, expectations are too low. For example, after listening to a bible story, the pupils in the upper and lower Key Stage 2 classes were asked to draw a picture re-telling the story they had just heard. In both lessons, a significant majority of pupils could have undertaken more challenging work. In the majority of lessons, the teachers make effective use of time and resources and their planning is satisfactory. For example, in the literacy hour, the teachers follow the recommended format beginning with whole class activities and move on to group and individual work. In most instances, this

enables the pupils to make progress in line with their prior achievements. Similarly, in the best mathematics lessons, clear planning, high expectations and good use of time enable the pupils to make good progress. The teachers' use of day-to-day assessment is satisfactory in Key Stage 1 and good in Key Stage 2 where the teachers' use of questioning to elicit what the pupils know is used effectively. Homework is used effectively throughout the school, particularly as an aid to developing the pupils' reading and writing skills.

21. Class teachers make insufficient use of existing individual education plans to inform their daily planning or to ensure that tasks and resources are always well matched to the abilities of those pupils with special educational needs. Too little attention is paid to assessing their work in order to measure the progress they are making towards meeting their individual targets. Recording of this information by class teachers is underdeveloped.
22. There are good relationships with pupils which are based on appropriate respect, responsiveness and care. Discipline is usually well maintained with instances of misbehaviour dealt with promptly before they escalate. On those occasions where behaviour is not dealt with effectively, it is usually due to the teacher being unfamiliar with the strategies normally used by the school. Whilst the building severely restricts the opportunities for pupils to carry out independent learning activities, the teachers do not make the best use of the opportunities when they occur. The pupils' work is marked regularly and effectively with useful comments for improvement included. The pupils' work is displayed attractively around the school and their achievements are celebrated in class.

The curriculum and assessment

23. The children under the age of five receive a broad and balanced curriculum, but it is not relevant to their age and does not reflect the Desirable Learning Outcomes for Children's Learning on entering compulsory education. For pupils in Key Stages 1 and 2 the curriculum is broad and relevant, but it lacks an appropriate balance of time and emphasis for all of the subjects of the National Curriculum and religious education. At the time of the inspection the recommendations of the locally agreed syllabus for religious education were not being fully implemented. The school satisfactorily promotes equal opportunities for all of its pupils.
24. The school has been successful in introducing the new curriculum requirements for literacy and these have contributed to raising the pupils' attainment in English. A satisfactory start has been made in implementing the numeracy strategy. English and mathematics are taught every day and this time is used effectively. Throughout the school, subjects which are taught as part of the termly topic cycle are not taught with equal regularity or in sufficient depth. Whilst the pupils achieve satisfactory standards in science at the end of both key stages, pupils throughout the year groups demonstrate a poor level of knowledge and understanding of the subject. In the light of this, the school does well to identify gaps in the pupils' learning and provide appropriate strategies to raise attainment by the end of Key Stage 2. These include additional tuition by teachers with expertise in the subject. The school has yet to respond to the changed status of religious education and information technology as core subjects within the curriculum. The curriculum does not ensure the pupils attain satisfactory standards in either of these subjects.
25. Citizenship is a constituent part of the personal, social and health education

curriculum. Overall, this is satisfactory. Elements are taught discretely and also through other subjects within some of the termly topics. Sex education is presented through topic work and in Year 6 the pupils are provided with more formal sex education lessons led by the school nurse and class teacher. However, the policy for sex education is in need of review. The school's policy on substance use and misuse provides useful guidance for staff. However, at present, the taught curriculum does not include educating pupils about drugs awareness and related aspects of substance misuse. Class timetables do not reflect planned opportunities for personal and social education through circle time, but the teachers regularly make time for this valuable activity when the pupils are given encouragement to express and share their views, feelings, beliefs and worries. The school has many regular visitors including parents, governors, visiting teachers and the local vicar. The recently introduced homework policy places a clear emphasis on the value of this activity and its importance, especially as the pupils grow older.

26. The school provides a satisfactory range of extra-curricular activities, which are well attended by many of the pupils. Sporting activities include rounders, football, netball and 'kwik' cricket. The pupils benefit from occasional specialist coaching in football by staff from Chesterfield Football Club. The pupils who enjoy music can participate in two recorder clubs held at lunchtimes. In the past, pupils and parents together have enjoyed learning to line dance, which had a positive impact upon developing the pupils' confidence and social awareness. The pupils of all ages enjoy various opportunities to visit the theatre and attend concerts. The older pupils have met local poets and authors at the public library and every two years they attend a residential visit to an activity centre in Stoke-on Trent. However, in the year 2000, this visit is being replaced by a three day excursion to London, and will include an opportunity to visit the Millennium Dome.
27. The provision for those pupils with special educational needs is satisfactory. Throughout the school the systems in place for the early identification of pupils with special educational needs are satisfactory. The special educational needs co-ordinator liaises with class teachers to formulate targets for the pupils' individual education plans. However, these do not explicitly feature in the teachers' daily planning or across all areas of the curriculum. They are reviewed and amended regularly each half term. The school makes satisfactory use of the advice available from Local Education Authority professionals. Too little use is made of assessment procedures to modify teaching programmes for both the least able and most able pupils within the class. The policy for special educational needs is satisfactory.
28. The school has produced recent documentation that supports the teaching of literacy. It has yet to devise similar guidance for numeracy. Other long term planning documents relating to the remaining subjects of the curriculum are out of date and in urgent need of review, as they do not ensure progressive coverage of the National Curriculum Programmes of Study and attainment targets. All pupils are taught in mixed year classes, but medium term topic plans do not reflect the programmes of study for each year group, in all subjects, which teachers are intending to teach. A short term planning format is in place and it is used effectively. However, teachers too seldom evaluate the outcomes of their planning. The school makes satisfactory provision for preparing pupils for the next stage of their education. Good links have been established with the secondary school to ensure the transfer is undertaken sensitively and with due regard for individual pupils' concerns.
29. The school has developed some good assessment procedures that are used well to track pupils' progress and inform teaching and learning. The youngest children are

assessed when they start school and again at the end of their year in the Reception class. These results form the basis of long term monitoring profiles for each pupil. Key Stage 1 test results are analysed and additional assessments are made of the pupils' attainments during each year throughout Key Stage 2. Further testing procedures are undertaken if individual pupils are experiencing specific difficulties in learning. Regular assessments of reading and spelling are undertaken by teachers. Annotated samples of the pupils' work have been retained and these are being used to compile portfolios in English, mathematics and science that will give guidance to teachers about assessing standards in these subjects. This good practice has yet to be extended to the remaining subjects of the curriculum.

30. The headteacher has, until recently had responsibility for assessment, recording and reporting and there is a policy in place to guide this aspect of the school's work. It is clear and reviewed regularly. The school's marking policy is less clear and is not prominently displayed in classrooms so that pupils are fully aware of the teachers' strategies for correcting their work. A co-ordinator has now taken over this responsibility.
31. There are effective recording procedures in place. Each pupil has a portfolio containing results of tests, National Curriculum records for all subjects, topic record sheets and core subject levels. The system is manageable and used consistently by all staff.
32. Reports to parents are satisfactory. At the parents' meeting held before the inspection a minority of parents considered reports to be too bland and believed that they did not give sufficient information about levels of achievement. The outcome of the inspection would support this opinion. However, the current format of the report sheet constrains the amount of detail teachers can include. The pupils do not have an opportunity to write their own account of their achievements, which would provide their parents with the child's perspective of what they have learned. Nor do the pupils contribute to setting personal goals for future learning.
33. Weaknesses in both the quality of the curriculum and the use of assessment were identified at the time of the last inspection. These formed the basis of two Key Issues. Good progress is now being made in developing assessment procedures, especially in English, mathematics and science and the use teachers make of these in long term planning is satisfactory. However, within teachers' short and medium term plans, assessment is still inadequately linked to National Curriculum attainment targets and levels of attainment. In relation to the curriculum, whilst the school has developed a whole school development plan, which reflects the full National Curriculum programmes of study, procedures are not in place to ensure the plan is implemented to provide pupils with regular and adequate access, at the relevant level, to all areas of the National Curriculum and religious education. Therefore, the improvement the school has made in developing the curriculum since the last inspection is unsatisfactory.

Pupils' spiritual, moral, social and cultural development

34. The school makes good provision for the moral and social development of its pupils. The school's policy for behaviour and discipline is consistently applied throughout the school. Adults within the school, whether they are teachers, ancillary staff or volunteers, all provide good role models. They work together to ensure the pupils are clear about why rules are part of society generally.

35. The provision for the social development of the pupils is good. The Year 6 pupils readily accept responsibilities when asked and diligently undertake them. Some visits and trips provide good opportunities for pupils to interact with their local and wider communities. The school gives support to charitable fund raising and the distribution of goods to the needy. A residential trip for older pupils promotes an understanding of community living, self-reliance and citizenship. The pupils willingly and eagerly contribute to the life of the school and are encouraged from the earliest age to undertake routines such as lining up quietly and in an orderly manner when entering and leaving assembly.
36. The school's provision for the pupils' cultural development is unsatisfactory. Some use is made of visits to places of interest, including the planned visit at the end of the year to London and the Millennium Dome to deepen the pupils' understanding of the rich cultures of the past and present. In religious education, pupils have very limited opportunities to study elements of the customs and celebrations of the faiths of other cultures such as Hinduism, Sikhism, Islam or Judaism. They have no knowledge or understanding of the similarities and differences between world faiths, or how these influence tolerance of others when living in a multicultural society. Some cultural enrichment is included incidentally in the curriculum such as art, music and literature, however teachers do not exploit the richness of this aspect of learning to its full potential.
37. Provision for the pupils' spiritual development is unsatisfactory. Some opportunities are provided for pupils to listen to music when entering and leaving assembly which helps to reinforce the positive ethos of the school. However, pupils are not always informed of the composer or title of the music, nor are they encouraged to reflect adequately on its relevance to the theme of the assembly. There are too few planned opportunities provided for them to reflect upon their own experiences, to consider and discuss their feelings, or to experience a sense of wonder about the world around them.
38. Since the time of the last inspection the school has maintained its good provision for pupils' social and moral development. However, a similar focus on developing the pupils' spiritual and cultural awareness has not been established and maintained.

38. Support, guidance and pupils' welfare

39. The school makes good overall provision for the support, guidance and wellbeing of its pupils. The headteacher, Governing Body and staff all contribute to the good quality of life in the school that has a direct and positive effect upon the standards achieved and the progress made by pupils of all ability levels. The caring nature of the school has been maintained since the previous inspection.
40. There is good quality support and guidance provided for the parents of new pupils and their children before they start school and whilst they are settling in. There are appropriate induction procedures for the children when they enter the Reception class. The Year 6 pupils attend the open evening and induction day at the main receiving secondary school and this helps to ease concerns about transfer.
41. The school's procedures for monitoring behaviour are satisfactory and include the recording of misdemeanours. Individual teachers generally employ effective strategies to manage the behaviour of pupils. In one class however, where pupils exhibit poor

self-discipline, there is usually a significant minority of pupils involved and the teacher is forced to choose between teaching the class or managing the poorly behaved pupils. On occasions, the lack of variety in the curriculum leads to the disaffection of this group of pupils. There were no instances of bullying observed or reported during the inspection, and older pupils were confident that staff would manage any incidents with speed and care.

42. The school has good procedures in place for monitoring attendance and punctuality. Registers are well maintained and the attendance of each pupil is monitored regularly. Notifications of absence are recorded and a record is kept of those pupils who have arrived late, and leave for mid-session medical appointments.
43. The headteacher is the person designated to deal with issues of child protection and has received recent training. At the beginning of each year, the staff share in a review of the school's policy which reference the procedures of the local authority.
44. The school has a good quality health and safety policy that identifies those with specific responsibilities. Risk assessments are carried out and actions taken to minimise the hazards identified. Evacuation procedures and safety equipment are tested regularly and records of these tests retained. Nine members of staff have received first aid training and procedures for dealing with accidents and illness are well established and understood. Accidents are recorded in detail and reported to the parents concerned at the end of the day. Very good stocks of first aid materials are available at a central location. Significant procedures are in place to support those pupils with specific medical needs in school and when on school visits. The pupils generally eat their lunches at the same tables at which they do their work. Routines for keeping the tables clean are observed by the lunchtime staff and the caretaker cleans all tables and chairs every day.
45. The pupils' personal and social education is presented and monitored through the curriculum. Sex education is generally presented through topic work. The school nurse contributes to the additional tuition made available for older pupils. The school has a policy statement on substance use and misuse, but pupils have not yet received any notification of the dangers to health caused by drug abuse, or on the moral and social implications.

45. Partnership with parents and the community

46. The school has a close partnership with parents and the community, some of the features of which have a positive impact upon the quality of education provided by the school. The strong links with parents reported in the last inspection report have been maintained although the use of the community to enrich the pupils' experiences is limited.
47. Information provided for parents to keep them informed about the work and life of the school in the form of newsletters, annual reports, and meetings is satisfactory. The information for parents of pupils with special educational needs is incomplete although parents are kept fully informed about their children's progress. A small number of parents do not believe that the school handles their complaints well.
48. The parents' involvement in their children's learning is good. A number of parents help in class and most listen to their children read at home. Three volunteers have been trained and work with pupils in Year 5 and Year 6 in order to raise reading standards.

There is a strong informal parents' association which organises fundraising events for the benefit of pupils. Parents support school concerts and some parents assist with school trips. Most parents find the school approachable and feel encouraged by the school to take an active part in the life of the school.

49. The school has a number of effective links with the community and a few visitors help to enrich the learning experiences of pupils. The pupils have participated in an information technology link with a local business, funded through the Education and Business Partnership and have the opportunity to go on school trips including a residential visit to London. Many pupils take part in extra-curricular activities to which some parents contribute their time and talents. The school has a close link with the parish church and the rector visits school regularly to lead assembly. With the closure of the village church, however, there are few opportunities taken for the school to attend Church as a body.

49. The management and efficiency of the school

Leadership and management

50. The headteacher is a committed and hardworking leader. She has a determination to raise standards in the core subjects of English, mathematics and science. She has been in post for two years and during this time has successfully overseen a number of changes and initiatives including a significant increase in the number of pupils on roll, several staff changes and the implementation of the literacy and numeracy strategies. However, the almost full-time teaching commitment has prevented her from fulfilling her role effectively. The school has addressed the key issue from the previous inspection concerning the school development plan and there are now financial costings and appropriate time scales. However, the school has yet to develop a whole school curriculum plan that ensures there is a balanced curriculum. The procedures by which the staff meet to plan the curriculum are not rigorous enough to ensure there is appropriate coverage of the foundation subjects. The role of co-ordinators is under-developed. The long-term absence of a permanent member of staff and the appointment of several temporary staff inhibits their effectiveness. Whilst some effective monitoring has been undertaken, particularly in the literacy hour, it is not undertaken systematically for other subjects. This results in a lack of awareness of the coverage for some subjects. There is insufficient awareness of the curriculum being provided for the under fives.
51. The school has an appropriate set of aims, which include reference to all pupils attaining appropriate standards of literacy and numeracy. There is a commitment to raising standards, the staff work well together and there is a positive, caring ethos. All pupils have equality of opportunity and the learning environment is pleasant and friendly. The school development plan is sufficiently detailed and includes appropriate priorities and, time scales and costings.
52. The Governing Body has become more involved in school development planning and fulfils this role satisfactorily. The Governing Body is very supportive and several governors visit the school regularly. It has been very committed in supporting the school's bid for extra accommodation. The success of this bid will have a profound effect on the quality of education that can be offered by the school. The governors are involved in analysing assessment data and setting targets but are insufficiently involved in monitoring the curriculum. There are governors in place for literacy and numeracy and both have undergone training. The Governing Body fulfils its statutory

obligations.

53. The recommendations of the Code of Practice for special educational needs are fully implemented and the overall provision is satisfactory. The special educational needs co-ordinator and staff together review and monitor the effectiveness of provision for pupils with special needs. The governor with responsibility for special educational needs is also a member of staff. Her commitment to ensuring that the needs of these pupils are met is reassuring. However, it is only recently that she has taken up this role on the Governing Body and has as yet received no training for the role, and is not yet fully confident or familiar about her duties. The management of special educational needs is satisfactory.
54. The introduction of the National Literacy Strategy has been managed effectively and has a positive impact on the pupils' standards. Staff are aware of their responsibilities and have undergone training. The headteacher and co-ordinator have undertaken some monitoring and appropriate issues have been identified and addressed. The National Numeracy Strategy has been implemented but it is too early to indicate what effect this is having on standards in mathematics. The school recognises the importance of information technology but the limited staff expertise and lack of appropriate hardware until recently, has limited the progress made in this subject. Similarly, in religious education, although there is a recognition of its importance as a core subject, the lack of appropriate planning has limited the progress made. The successful implementation of the homework policy has a positive impact on the progress made by pupils, particularly in reading.
55. The school has made satisfactory improvements in some aspects of its work since the last inspection. However, the development of a coherent whole school curriculum policy has not taken place with the result that the curriculum lacks balance. Together, with the lack of direction given by the Governing Body, this results in unsatisfactory improvement.

55. Staffing, accommodation and learning resources

56. The school employs an adequate number of teachers to meet the demands of the curriculum but they are not all appropriately qualified for the year groups that they teach. Teachers undertake in-service training in line with the needs of the school development plan and their own professional development. There is a good number of experienced classroom support staff who help to deliver the curriculum although their deployment is not always effective. The team spirit among the staff is positive and this helps overcome some of the organisational difficulties that arise when classes need to pass through other classrooms during lessons. The administrator, caretaker and midday supervisors make a significant contribution to the quality of school life. The Local Education Authority funds the employment of a part-time teacher for 2 hours a week to support a pupil with special educational needs. The school employs a teacher on a supply basis to deliver music and religious education. The teacher appraisal process is undertaken appropriately and there are satisfactory induction procedures.
57. The school's accommodation is poor and has a detrimental effect on the pupils' learning and the effective delivery of the curriculum. The accommodation is cramped, inhibits the teaching of some subjects, and contributes to the occasional outbursts of poor behaviour. Two classes share the hall on a permanent basis, and pupils walk to the neighbouring school for physical education lessons. The pupils in the Reception

and Year 1 class are obliged to sit in the walkway within their classroom which is used by other classes passing through to the toilets or the outside area, this necessary movement disrupting both classes. During breaktimes, doors between this room and the outside areas are generally left open and, on cold days, the room takes a significant time to warm up again. The school has developed all available areas, including converting the two porches into working areas. The roof of the building needs attention and there is evidence of water ingress in more than one area of the hall. Electrical wiring and water piping has not been hidden and some features constitute a threat to health and safety.

58. Resources for teaching all subjects are of satisfactory quality and quantity, however storage is poor and this adds to the congestion in classrooms. There are insufficient artefacts to support the teaching of religious education. Although some use is made of the locality, particularly in art and history, insufficient use is made of the environment in geography and science.
59. Since the previous inspection, satisfactory staffing levels have been maintained but the increased number of pupils has added to the accommodation problems.

The efficiency of the school

60. The school's long term financial planning is satisfactory. The Governing Body is supportive and regularly monitors expenditure. It is involved in long term financial planning and takes an active role in budget setting. The secretary, who is also a governor, is very knowledgeable and is able to present the governors with clear financial figures. There are appropriate links between expenditure and targets in the school development plan, an issue that has been addressed satisfactorily since the last inspection. Day-to-day routines for managing finances and administration are very good. The minor issues raised in the most recent auditor's report have been satisfactorily addressed. Additional funding for the purchase of books has been spent appropriately and this has a positive impact on the level of provision for literacy.
61. The income for pupils with special educational needs is higher than in the previous year and effective use is made of the funds to support those pupils. The school development plans are related to educational priorities and available funds are allocated carefully. Funding to support professional training has been rightly focused on literacy and numeracy, although the school recognises the need for training in information technology.
62. The teachers are generally deployed appropriately. The employment of a supply teacher to teach religious education and music has not had a positive impact on standards in these subjects although it has provided some opportunity for teachers to carry out some monitoring of the curriculum. The support staff are generally deployed effectively although there is some under-use of their expertise, particularly for the children under five. The accommodation places severe restrictions on the curriculum and inhibits progress in music, design and technology, art and physical education. It even limits the activities that can be undertaken in literacy and numeracy where two classes have to share the hall. However, the school does make the best use of the available accommodation and the building of a new classroom will have a positive impact on the curriculum. The resources available to the school are generally used efficiently.
63. The school has maintained its level of efficiency since the last inspection. There are

improved long-term financial plans with clear costings and priorities. The staff are generally deployed appropriately and some effective monitoring has been undertaken, particularly in the core subjects. This needs to be extended to all subjects.

64. The income and expenditure per pupil is very low in comparison with national figures and attainment on entry to the school is broadly average. When taking account of the pupils' achievements, the rate of progress and the quality of teaching, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

65. The children's attainment on entry to the Reception class is in line with national expectations. They make satisfactory progress, and they achieve standards that are appropriate for their age by the time they are five. The children with special educational needs make similar progress to that of their classmates.
66. However, the quality of the curriculum provided by the school for children under five is unsatisfactory. It is not planned in accordance with the School Curriculum and Assessment Authority guidance document 'Desirable Outcomes for Children's Learning'. Staff do not have a clear understanding of the differences between the National Curriculum and the Desirable Learning Outcomes curriculum for young children, and so do not provide an appropriate range of different activities and experiences. Too little emphasis is placed upon the value of play as a vehicle for learning and the children are not encouraged to develop early independent learning skills.
67. Although the school does not plan the curriculum for Reception children in accordance with the six headings specified in the Desirable Learning Outcomes, the children's attainments will be reported under the acknowledged areas of learning.

67.

67. Personal and social development

68. The personal and social development of the children is satisfactory. They are confident, show self-respect and are able to establish effective relationships with other children and adults. They are especially inquisitive when new people are introduced to them. They select resources and activities well when working independently and in small groups. Most of the children show initiative and an interest in pursuing new areas of learning. They can put on and take off outdoor clothing and are confident to ask for help with buttons, zips and shoe fastenings. They are sensitive to the feelings of others and quickly alert adults if one of their classmates is upset or anxious. They enjoy caring for others and willingly volunteer to comfort and befriend each other. They demonstrate a constant desire to learn and find out about the world around them through questions and exploration. The teaching is satisfactory with this aspect of the children's learning permeating much of the work in the classrooms.

68. Language and literacy

69. The children make satisfactory progress in developing their language and literacy skills. By the time they are five they have acquired most of the basic elements of reading, writing, speaking and listening and are attaining standards that are appropriate for their age.
70. The children are encouraged in the development of their speaking and listening skills through the use of story books and some good quality questioning techniques used by staff. Many of the very youngest children listen attentively and respond positively to questions and instructions. Most are able to communicate their wishes and suggestions clearly. However, children are provided with too few opportunities, through play, to develop their language skills.
71. Independent writing skills are effectively promoted and, by the time they are five, most children have an understanding of the sequence of events in simple stories. They try

hard to present their work neatly, and are proud of what they produce. The opportunities that are provided for the growth of emergent writing skills help children to gain an appreciation of the purpose of writing in a range of contexts. They enjoy tracing and copying letters and words and drawing pictures to illustrate their work.

72. Play activities are not adequately incorporated and implemented to improve children's development of language. Too few role play situations are provided for the children to use vocabulary for their own self-expression, or when playing with a range of play equipment. The youngest children can, however, pronounce some letters of the alphabet and recognise some of the sounds they make. The use the school makes of the National Literacy Strategy as a structure for developing very young children's language skills is inappropriate. The quality of teaching is satisfactory with appropriate emphasis on the development of reading and writing skills.

72. **Mathematics**

73. The children are attaining satisfactory standards in their mathematical development. Some children can count in simple sequences to five, and frequently beyond, and most have a grasp of the concept of more and less. Insufficient play opportunities are planned to offer a range of opportunities for younger children to develop an understanding of such concepts as capacity and measurement. Activities do encourage the growth of understanding of simple patterns and sequences and children are able to sort and classify in a variety of contexts, including according to colour, number and types of shapes of objects.
74. The teachers make good use of the incidental opportunities that arise during the day, such as registration, for reinforcing the children's understanding and knowledge of mathematics. The children use their initiative and show an understanding of number operations. They can make connections between written and spoken numbers and match corresponding numbers and objects. They are familiar with number rhymes and songs, such as 'Alice the Camel', 'One Elephant' and 'Five Green Bottles'. The children all confidently use mathematical language. They know how to form a circle when sitting on the floor, and are familiar with phrases such as 'in front of', 'behind', 'on top', 'underneath', 'bigger' and 'smaller'. The quality of teaching is satisfactory and focuses on the development of the children's numeracy skills.

74. **Knowledge and understanding of the world**

75. Satisfactory use is made of the children's own experience and awareness, and they have a secure understanding of the world in which they live. Story times help to encourage the growth of awareness of others and the need to be respectful of them. The children have a good understanding of the daily routines that govern the life of the school and are able to contrast these with the routine of their lives at home. They are developing an inquisitiveness about the world around them and demonstrate confidence in asking questions in order to gain new knowledge. Whilst they have some knowledge and understanding of information technology, this aspect of their learning is under-developed.
76. By the time they are five they are conversant with the features of their daily journey to school and they are aware of the world of shops and other locations in their immediate neighbourhood. Stories are used to develop their understanding of the wider world, and to engender respect for the environment in which they live. They know that animals and plants need care in the form of food and water if they are to grow. They talk readily to adults about themselves and their lives, including things that

are important to them, such as their birthday, their favourite meals and visits to stay with grandparents. The teaching is satisfactory with a range of activities provided.

76. Physical development

77. By the time they are five the great majority of the children display appropriate bodily co-ordination, both in their activities in the classroom and in their behaviour in the outdoor play area. They develop a range of physical skills appropriate to their age group and, and are able to talk about simple rules in games they play together. They are considerate and know how to take turns when required to do so. For the great majority of the children, movement in and around the classrooms and the wider school environment is very orderly and physically fluent. They handle implements such as cutlery, scissors, pencils, crayons, paint brushes and glue sticks well. They can put on and take off items of clothing with ease. They are very able in using plasticine and other malleable materials to make various object and shapes, including numbers and letters of the alphabet. The teaching is satisfactory with staff encouraging the children to develop their fine motor skills.

77. Creative development

78. By the time they are five the children are attaining satisfactory standards in terms of their creative development. They use a range of materials and media for drawing, painting and making collages. They can handle tools and malleable materials well. Children are able to demonstrate their own ideas and to compare the outcomes with the work of their classmates.
79. All of the children enjoy singing and music activities and know a range of songs and rhymes. These are used as a sound base to develop the children's appreciation of music. They are developing some appreciation of rhythm and recognise faster and slower tempo. They can sing in tune and perform action songs with enthusiasm and accuracy. They can distinguish between high and low sounds made on a keyboard, and some know that a keyboard is powered by electricity. They enjoy listening to music and readily, without inhibition, move to the rhythm. The teaching is satisfactory with a range of opportunities provided for the children to develop their creative skills.

English, mathematics and science

English

80. Results of the 1998 National Curriculum tests for 11 year olds show that the proportion of pupils reaching the expected level was very high in comparison to the national average although the proportion attaining the higher Level 5 was well below the national average. However, these results are broadly in line with the average for similar schools. The 1998 National Curriculum test results at the end of Key Stage 1 show attainment to be above the national average in both reading and writing although fewer pupils than might be expected attain the higher level. The results for both reading and writing are similar to schools with pupils from similar backgrounds. The 1999 provisional test results show standards have been maintained at Key Stage 1 with the proportion attaining the expected Level 2 well above the national average in reading, writing and mathematics. Whilst the proportion of pupils attaining the nationally expected level at Key Stage 2 has gone down, the very small cohort in that year makes it impossible to establish a particular trend.
81. Observation during the inspection and a scrutiny of their work shows that the majority

of pupils currently in Year 6 are attaining standards in line with the national average and a small minority are exceeding the national average.

82. By the end of Key Stage 2, attainment in reading is above average. The majority of pupils are proficient, confident readers and a significant minority attain standards that are above the national average. Pupils of all abilities enjoy reading and can talk confidently about their preferences for books and of their favourite authors. The lack of a school based library limits the opportunities they have for developing their research skills. However, the majority make use of the local library and they demonstrate a clear understanding of how to use a library and are able to use books as a resource for finding out information. By the end of Key Stage 1, the attainment of the majority of pupils is above average. Most pupils are on course to becoming fluent readers who can remember the main events in the stories and talk in simple terms about the characters. Individual progress in reading is well monitored and reading books are well matched to the pupils' abilities.
83. By the end of Key Stage 2, the pupils' attainment in writing is broadly average. The pupils' work in poetry is a strength and there are many examples of good, thoughtful work. This work is enhanced through the opportunity to read and review a wide range of poetry. The pupils are given opportunities to write for a variety of purposes. They write letters and reports and good use is made of computers to plan, proof-read, revise and redraft their work. There are good opportunities for pupils to write extended pieces of writing for example when they compose stories. In addition, the higher attaining pupils understand the conventions that are used when writing a script. Punctuation is generally well used and spelling is consistent throughout the school. Whilst the majority of pupils can write neatly and fluently during handwriting practice sessions, they frequently revert to a less neat printed style in other writing. Across both key stages, the variety and organisation of the pupils' work, and the way in which it is presented, is good.
84. In speaking and listening, attainment is broadly average at the end of both key stages. By the end of Key Stage 2, the majority of pupils are able to talk confidently in a range of situations. They are able to express feelings and opinions articulately and back them with reasoned arguments. By the age of seven, pupils display confidence and are willing to ask questions and listen attentively to both their teacher and to one another.
85. At Key Stage 2, progress in the subject is satisfactory for all groups of pupils, including those with special educational needs. Progress in reading is developed soundly through the literacy hour and through the regular reading activities that take place. All pupils are heard reading on a regular basis and a small number of pupils are given extra help through participation in a partnership scheme. These pupils benefit significantly, particularly in acquiring confidence to attempt more difficult text. Considerable emphasis is placed on the development of speaking and listening skills and this helps the pupils' progress. In writing, progress is generally satisfactory although it is frequently good towards the end of Key Stage 2, where the challenging activities and the opportunities for the pupils to write letters, stories and accounts, enable them to build on their previous knowledge. There are regular opportunities for the pupils to use a word processor as an aid to writing and they make satisfactory progress in this aspect of their work.
86. At Key Stage 1, overall progress is satisfactory for pupils of all abilities including those with special educational needs. In the Reception class, the pupils make satisfactory progress as they learn to write and spell. They trace words reasonably accurately and

copy write the day and the date from the chalk board. As they progress through Key Stage 1, most pupils are able to spell simple unfamiliar words and use them in their writing. They develop their writing using interesting ideas and words although the progress of the higher attaining pupils is less consistent. Whilst there are good opportunities for them to write for different purposes, more opportunities should be provided for them to revise and redraft their work. Progress in reading is good with a well-structured reading scheme and good attention given to individual readers. Many opportunities are taken to ensure that the younger pupils become confident in speaking and listening and all pupils make satisfactory progress.

87. The pupils' attitudes to learning in English are good. They are keen to ask and answer questions. This is seen particularly in the Year 5 and 6 class where the pupils ask well thought out questions and give considered responses. The pupils are interested and enthusiastic about their work and generally concentrate well. The very limited accommodation, which requires two classes to share the hall as classrooms and the location and size of classrooms, create considerable problems for the pupils. However, even when confronted with people passing through classrooms and the inevitable noise created by two classes, the pupils do demonstrate considerable determination to focus on their own work. During the literacy hour the majority of the pupils work independently during the time their teacher is with the focus group. The pupils, particularly the older ones, show respect to one another within the classroom and around the school.
88. The quality of English teaching throughout the school is never less than satisfactory and occasionally good or very good. For the younger pupils, the teachers use the Big Books effectively to encourage the less confident readers and to draw attention to the text. Questions are used satisfactorily to move the pupils' thinking forward and to encourage closer observation of the use of vocabulary and punctuation. For the older pupils, the teachers set the group tasks to meet the needs of pupils of different attainment and of different ages. The planning for the literacy hour is usually good. It follows the recommended format and enables the pupils to make at least satisfactory progress. In the best lessons, the pupils are managed well, relationships between the teacher and pupils are good and effective use is made of the very limited space. The pupils' work is marked consistently and conscientiously and comments frequently include points for improvement. The teachers make good use of assessment procedures, both formal and informal. Statutory assessments are undertaken together with optional national tests and diagnostic tests. The results of these tests are used to plan appropriate work for the pupils and to determine their progress. The pupils take books of an appropriate level home to read and parents are encouraged to share books with their children. Spellings are also taken home on a regular basis.
89. There is a policy for English and a scheme based on the National Literacy Strategy framework. This provides useful guidance for the teachers. Medium and short-term planning is viewed by the headteacher and monitoring of the subject has been undertaken effectively. The staff have received training for the literacy hour and they have worked hard to ensure the National Literacy Strategy was implemented smoothly. The school's strategy for its implementation has had a positive impact on standards throughout the school.

Mathematics

90. The results of the National Curriculum tests in 1998 show that at the end of Key Stage 1 the pupils' attainment is close to the national average. The proportion of pupils

achieving standards above national expectations is below national average, but in line with that of similar schools. At the end of Key Stage 2, National Curriculum test results in 1998 show that the pupils' attainment is above the national average and that of schools with pupils from similar backgrounds. The percentage of pupils who achieved standards above national expectations was close to the national average and similar schools. The 1999 test results indicate pupils are continuing to maintain similar standards over time. Based upon evidence collected during the inspection, which included the work of pupils whose test results are referred to above, end of key stage standards can be confirmed as broadly in line with the national average.

91. The pupils currently in Year 2 are attaining standards in mathematics in line with the national average. They can count on and back in tens, fives and threes and recognise emerging sequences using a hundreds square. They are familiar with mathematical vocabulary such as odd, even and multiply. The pupils successfully recognise simple pattern in number and investigate these patterns when working everyday problems. In other areas of mathematics they recognise two dimensional shapes and can identify some differences and similarities. They have experience of measures, but too little experience of mathematical investigation.
92. In Year 6, standards broadly reflect national averages. The pupils have a solid knowledge of number. They successfully construct and solve problems involving addition, subtraction, multiplication and division including decimals, money and measures. Most are familiar with two and three dimensional shapes and can calculate area and perimeter and measure angles. Pupils have experienced symmetry, tessellation and, to a lesser extent, probability. Some pupils are adept at handling and presenting data in different formats. Too few opportunities are given for pupils to successfully initiate and undertake investigative work or apply the skills and knowledge they have acquired in varying contexts.
93. The implementation of the numeracy strategy provides the pupils with opportunities to develop their mathematical thinking and response through mental mathematics. Appropriate time is devoted to developing numeracy skills. Tables and number facts are learned and applied in mathematics lessons, but are not adequately reinforced in other areas of the curriculum.
94. The pupils at Key Stage 1 are making satisfactory progress over time. However, in discussion with pupils and looking at their written work, progress is often erratic and inconsistent. The youngest pupils can count up to and back from ten, they recognise numerals 0 - 9. Older pupils can match pairs of numbers to total 10 or 20, they know that half of 10 is 5 and that a number must be even if it is to be split in half to leave a whole number. The pupils quickly grasp new language and apply it with confidence.
95. Key Stage 2 pupils make satisfactory progress, and, through the numeracy strategy, guidance given to pupils to look for patterns in numbers and think about what they are seeing and doing, is securing progress for pupils who find mathematics difficult. The younger pupils can count confidently in two's and three's to 24. They are familiar with two dimensional shapes and can draw them with accuracy. They are confident in collecting data as a basis for constructing tally charts about their favourite crisp flavours. They display equal confidence when discussing and extracting information from data presented to them in text books. The older pupils continue to improve their skills in data collection and retrieval using line graphs, bar charts and pie charts. Their confidence and competence in the application of the four rules of number develops through more complex mental calculations of 2, 3 and 4 digit numbers.

96. Most of the pupils' work is neat and carefully presented and standards over time have generally been consistent throughout the school. In some classes pupils have more opportunities to take responsibility for their own learning and co-operate well with each other. This reflects the good expectations these teachers have of their pupils. These pupils were able to work diligently without constant adult attention. However, some pupils have difficulty in maintaining their concentration and attention and find it difficult to work independently without becoming restless. This is particularly evident where there are a lot of pupils working together in a restricted space. Pupils with special educational needs in both key stages make satisfactory progress in relation to their prior achievements.
97. Over time teaching is satisfactory. However, teaching observed during the inspection was good in over half of the lessons seen. Good teaching is characterised by detailed planning, good use of time together with a good range of teaching strategies using open ended questions and specific instructions to reiterate teaching points and assess pupils' developing knowledge and understanding. High, but realistic, expectations are set for pupils through the development of a mutual respect for each other's efforts and ideas. Lessons are conducted at a brisk pace, teaching points are systematically developed and pupils are highly motivated by thorough explanations coupled with appropriate humour and good use of praise.
98. The school is adopting the National Numeracy Framework as its scheme of work for mathematics and intends to implement the assessment procedures specified in the Framework. The school has started to collect samples of pupils' work levelled against the attainment targets of the National Curriculum and intends to develop this further in order to provide teachers with a secure point of reference for assessing pupils' work. Whilst some use is made of information technology within mathematics lessons, this aspect of cross-curricular work is still underdeveloped, with staff generally lacking confidence and expertise in using information technology themselves.
99. Since the time of the last inspection the school has maintained satisfactory standards of teaching and learning in the subject. There are early indications that the introduction of the numeracy strategy is having a positive impact upon raising standards further.

Science

100. The results of the National Curriculum assessments made by the teachers in 1998 indicate that at the end of Key Stage 1, the pupils' attainment is above national averages. The teachers' assessments of pupils achieving standards above national expectations are well above average. The pupils' attainment is also high when compared to the attainment of pupils in similar schools. At the end of Key Stage 2, National Curriculum test results in 1998 show that pupils' attainment is above the national average and that of similar schools. These judgements are confirmed by evidence from the inspection. Attainment over time, based on National Curriculum test scores indicates the pupils' attainment has been very high for both boys and girls. The 1999 teacher assessments for Key Stage 1 indicate the percentage of pupils achieving the expected Level 2 is above the national average. At Key Stage 2, both teacher assessments and the pupils' test results show the percentage of pupils achieving the expected Level 4 is considerably higher than the national average. However, evidence from the inspection reveals that pupils' attainment within the key stages is inconsistent. In the light of this, the school does well to address any deficiencies in pupils' knowledge and understanding by the time they reach the end of

each key stage.

101. Throughout Key Stage 1, the pupils' skills in planning and carrying out investigations are unsatisfactory. Many pupils are unfamiliar with handling equipment, demonstrate little natural curiosity through asking questions and are not confident to offer suggestions about what might happen next when watching a teacher perform an experiment. The majority have little understanding about how to use evidence to help them explain how science affects their everyday lives. Most pupils have no understanding of the features of a fair test and cannot draw conclusions from interpreting test results or evaluating scientific evidence. The higher attaining pupils can begin to make simple predictions by comparing different fabrics and offering reasons why some might keep them dry in the rain. Their ability to record their own work is under-developed.
102. Throughout Key Stage pupils acquire some knowledge and understanding of life processes and living things through their topic work. This includes their body, limbs, senses, growth, the environment, clothes and materials. In discussion they demonstrate a knowledge and understanding that babies grow into adults, kittens become cats and puppies are young dogs. Older pupils can understand why we need food to keep healthy, give energy and help growth. When eating their school lunches they pick out grapes and kiwi fruit as being good for them.
103. The pupils' knowledge and understanding of materials and their properties is satisfactory. They can adequately describe the similarities and differences between materials such as wood, bricks, slates, cement, sand and glass in the context of materials used to build a house. They are confident in describing materials in everyday terms, such as shininess/hardness or how they could accordingly be sorted into groups. They have some understanding of the sources of materials, such as wood from trees and wool from sheep. The pupils are less confident in their work about physical processes. They develop some understanding of how electricity is needed for a number of household appliances including the television and kettle, in order to make them work. They know that there are different types of light including daylight, light from a torch and car lights. Nevertheless, their attainment overall in this aspect of their work is unsatisfactory.
104. Within Key Stage 2, the pupils learn about the function of the skeleton and can compare similarities and differences between the size and shape of a human skull with that of an animal. They know that X-rays are a method of taking photographs of bones, and several use their powers of deduction to work out the longest bone in the human being's body is in the leg. The older pupils explore the absorbent properties shown by blotting paper. Through various topics pupils study the solar system and natural features of planets including volcanoes and their location on earth. They study life processes and gestation periods of different animals and the functions of the main organs of the body.
105. Key Stage 1 pupils make satisfactory progress within the narrow range of science they are taught as part of their topic work. Key Stage 2 pupils' progress is also satisfactory. Throughout the school, pupils with special educational needs make satisfactory progress in relation to their prior achievements. Opportunities for pupils to take responsibility for their learning are restricted due to limited space in classrooms and many teachers performing experiments on behalf of pupils. Too few opportunities are included for pupils, especially those who are more able, to extend their scientific vocabulary and use mathematical and graphic skills to record their work.

106. The quality of teaching in Key Stage 1 and Key Stage 2 is satisfactory and enables appropriate progress to be made. The teachers' subject knowledge is generally satisfactory, although the range of science activities taught is narrow.

Other subjects or courses

Information technology

107. The pupils' attainment is below national expectations by the end of both key stages. At the end of Key Stage 2, the pupils have developed satisfactory skills in drafting and revising work on screen and they know how to improve presentation by changing fonts and choosing an appropriate format to display their work. They use a template for recording their poetry reviews as part of their literacy work. They write stories, usually redrafting them at the computer. They have a limited understanding of how to use spelling checkers but are able to produce finished work of a satisfactory standard. The majority of the pupils have very limited skills in using computers for handling data and for controlling technology.
108. By the end of Key Stage 1, the pupils are competent in using tape recorders and they demonstrate satisfactory skills when using the keyboard and the mouse. They know basic word processing functions when writing on screen. In the Reception class the computer is used to help pupils develop their ability to match items and to improve their reading and letter recognition skills. There are too few opportunities for the pupils to use computers on a regular and systematic basis and their attainment is below what might be expected.
109. Overall, progress for all pupils, including those with special educational needs, is unsatisfactory. The use of information technology throughout the school has been hampered by the lack of reliable computers. The school has recently purchased two new computers and this has improved the situation. The school has rightly taken the decision to concentrate on developing the pupils' word processing skills in order to improve their confidence and they generally make satisfactory progress in this area of the subject. The subject is only just beginning to support other areas of the curriculum, mainly through word processing activities. In Key Stage 2, some work has been undertaken with data handling, the pupils producing graphs and bar charts. The class teacher has brought in outside expertise to help the pupils but there are limited opportunities for the pupils to plan and carry out mathematical investigations using computers. As yet, the information technology curriculum is unsatisfactory. Planning does not ensure the pupils build on previously learned skills and there are no assessment procedures in place to help teachers do this.
110. The pupils are very enthusiastic when using computers. They enjoy using the hardware and see computers as an integral part of their writing activities. They are happy to take turns, sustain their interest for long periods of time and help one another when appropriate. For example, when a Year 6 pupil was having difficulty with a word processing task, without fuss, a friend working on another activity gave advice enabling the task to be completed.
111. No direct teaching was seen during the inspection. However, it is apparent that most teachers have very limited subject knowledge and understanding of computers. Their lack of skills, coupled with the previously limited range of resources, has directly affected the progress the pupils make. The co-ordinator is currently absent from the school, but the school recognises the need for all staff to participate in additional

training to further develop their computer skills. Good use is made of support staff who have computer expertise. The school intends to follow the national guidelines for information technology but the process of how this will be done has not yet been formalised.

111. Religious Education

112. By the end of both key stages, attainment is below the standards expected in the locally agreed syllabus, and the pupils are making unsatisfactory progress. All of the pupils, including those with special educational needs, have equal opportunities to participate in the learning activities provided. Three lessons were seen, together with the pupils' work and teachers' planning and pupils and teachers were spoken to about their work.
113. By the time they are seven the pupils learn to think about things and places that are special, and to develop their skills of reflection and a sense of awe and wonder at the natural world. They learn about Harvest, Christmas and Easter and discover how light is used as a symbol in Christianity and some other religions. Stories from the Bible are used to develop their religious understanding and they begin to relate these to their own lives. The pupils in Key Stage 1 are aware of Bible stories such as Noah and Joseph. Older pupils in Key Stage 2 have some understanding of stories such as the Tower of Babel and the Wall of Jericho. Too little emphasis is placed on the pupils developing an awareness of other faiths in both key stages and as a result they only have a superficial knowledge of the major faiths.
114. The pupils listen carefully to stories and generally respond well to the activities they are presented with. However, the activities frequently lack challenge and do not extend the pupils' learning. For example, they are frequently asked to respond to the reading of a Bible story by drawing a picture. The overwhelming majority of pupils are capable of far more challenging work. Even so, the pupils do not misbehave and they complete the work they have been given without any fuss. They answer questions sensibly and will join in discussions when given the opportunity. There are good relationships between the adults and the pupils, and between the pupils themselves who are very supportive of one another.
115. The quality of teaching observed in the lessons was unsatisfactory. Whilst the teachers have a secure understanding of the Christian elements of the locally agreed syllabus, their awareness of other faiths and how it should be taught as part of a whole school topic is weak. The activities given to the pupils lack challenge and do not enable them to make the progress of which they are capable. The teachers question the pupils well to determine what they know and can do and they have good relationships that are based on mutual respect. However there are few opportunities for the pupils to express their thoughts and ideas about an important religious concept or to investigate the features of an additional religion by exploring the meaning of some stories, symbols and celebrations.
116. There are insufficient resources available to teach the subject. The school uses both the locally agreed syllabus and the diocesan syllabus and planning gives a general indication that other faiths are to be studied. However, the lack of a coherent scheme of work does not enable the teachers to plan lessons that build systematically on what the pupils already know.

Art

117. The pupils' work in art, including those with special educational needs, is generally of a standard expected for their age. However, they make inconsistent progress in their lessons, which results in progress over time being unsatisfactory in both key stages. The pupils with special educational needs make similar progress to that of their classmates.
118. Through cross-curricular links with other subjects pupils are provided with opportunities to observe objects and record their observations using pencil crayons, felt pens, chalk and charcoal. However, the range of work is too narrow and frequently does not promote adequate development of skills associated with the subject, especially at Key Stage 2.
119. Pupils in Key Stage 1 can identify and match colours. They are able to mix primary colours to create secondary colours, but in discussion they are unable to recall which two colours they mixed to make green. They use pencils and crayons to illustrate their stories and to depict their ideas about what sort of clothes they would wear on hot or cold days.
120. In Key Stage 2, the pupils develop their skills in drawing from observation. In their topic work they study shells, a model skeleton and skull and are able to replicate what they see using pencil sketches to develop skills of shading to create texture and dimension. Older pupils explore techniques and effects created through marbling and by the application of a range of materials to construct collages. The teachers' planning indicates opportunities for pupils to experience work using fabrics and materials to construct three-dimensional work, together with time for studying the works of well known artists.
121. The pupils talk positively about art, but many are reticent to discuss their own work and lack confidence and understanding about suggesting ways in which they could improve it. They are not familiar with discussing different techniques, but frequently refer to art as painting. The pupils do not make use of sketch books to draft, redraft work or explore techniques. Large three-dimensional work is underdeveloped. Little evidence was found to suggest all pupils gained adequate experience from working in plaster, papier mache, mod-roc or clay. Nevertheless, in the lesson observed pupils enjoyed the practical activities, concentrated on what they were being taught and took care of their own and others' work. They talked enthusiastically with each other whilst working and showed a pride in having their work praised and admired.
122. Teaching is unsatisfactory. Over time, too little emphasis is placed upon teaching skills, knowledge and understanding of artistic techniques and too much upon using art as an activity related to other subjects. Too little importance is attached to celebrating pupils' achievements by displaying their work sensitively and creatively. It is acknowledged that the building places severe restrictions upon the amount of space available, but work on display is not adequately annotated or clearly attributable to individuals within classes.
123. There is no up to date policy or detailed scheme of work to provide adequate guidance for teachers to effectively plan their work to ensure pupils make progress. Currently, there is no formal monitoring of classroom practice. The procedures for assessing pupils' work are inadequate and there is no portfolio of moderated work to inform teachers about standards or to assist them in planning for the development of skills, knowledge and understanding. The use of assessment does not adequately inform curriculum planning to ensure continuity and progression, or breadth and

balance of experience. Whilst the curriculum implicitly includes opportunities for art to contribute to the spiritual, moral, social and cultural development of pupils there is no explicit statement to give teachers guidance about how to implement this aspect of the subject. As a result it is frequently disregarded. Whilst resources for the subject are adequate for the current level of art work undertaken in the school they are too limited to provide the wider range of experiences contained within the National Curriculum programmes of study.

124. Since the time of the last inspection this subject of the curriculum has undergone little development. The areas for improvement noted in 1996 have again been identified as areas of weakness.

Design and technology

125. The pupils' work in the subject is of a standard below that expected for pupils of their age. Pupils at both key stages, including those with special educational needs, make unsatisfactory progress due to the narrow curriculum and inadequate accommodation.
126. One lesson was taught during the period of the inspection. Therefore, judgements also take into account discussions with staff and pupils, scrutiny of documentation and the pupils' earlier work provided by the school.
127. The youngest pupils can make ladybirds using stiff paper and art straws. They complete the effect using paint and applying black spots cut out of paper and painted to make a symmetrical pattern. In the past pupils have created designs for a rain gauge and recorded the process of replacing a torch battery. The teachers' current planning indicates opportunities for including design and technology experiences through a topic about clothes and materials.
128. In Key Stage 2, the pupils have used their own recipes to prepare fresh fruit salads for someone who is ill and older pupils in the key stage have created a range of designs using techniques in paper weaving. The teachers' planning identifies other opportunities for pupils to develop their skills through making structures for packaging and moving monsters using control mechanisms. During the inspection pupils designed and made biscuits for a special occasion. They could mix, roll out and cut a biscuit mixture and then apply icing and decorations to complete their product.
129. The quality of teaching seen during the inspection was satisfactory. However, the progress the pupils make in the subject is unsatisfactory. Activities are not systematically planned to ensure pupils gain experiences in using an increasing range of materials, tools and techniques for both designing and making, or how these are prioritised across the key stages. Design and technology is taught as part of a termly topic within each class and not as a discrete subject. The school's statement of intent for design and technology within the National Curriculum is out of date and provides insufficient guidance for teachers about how to plan their lessons or teach the subject effectively. The staff are unclear about how to combine their topic approach with guidance provided by the national guidelines. Strategies for assessing pupils' work are underdeveloped. Too little emphasis is placed upon the importance of providing opportunities for pupils to assess, evaluate and record their own achievements.
130. Resources for the subject are satisfactory. However, teachers who are insecure in their knowledge and understanding of the subject make inadequate and unimaginative use of them. The accommodation places severe restrictions on the range of activities teachers are able to undertake. The facilities for food technology are poor, but staff work hard to minimise the effect this has on delivering the curriculum. There is inadequate space within the school to construct large three-dimensional objects.
131. Since the time of the last inspection there has been a decline in the standards pupils achieve in the subject due to inadequately planned, progressive coverage of the National Curriculum programmes of study. The increase in pupil numbers and the severe limitations on space have also restricted the school's ability to implement the full programme of study.

History

132. During the period of the inspection no lessons were taught at Key Stage 1. Judgements are, therefore, based on the scrutiny of pupils' work, discussions with staff and pupils and the evaluation of documentation. The work pupils produce in history lessons is of a standard appropriate for their age. The pupils, including those with special educational needs, make good progress in both key stages.
133. Throughout the school, the pupils develop an understanding of chronology. They learn about other eras and the impact of modern technology in the family kitchen by comparing a Victorian and 1950's kitchen with their own. They compare life styles for past and present generations, in particular those of housewives and children at school. The pupils in Key Stage 2 study Ancient Egypt. They investigate the use of natural dyes used by the Egyptians for their clothes and in painting. They learn how the Egyptians preserved their food and used similar methods of preservation in the process of mummification. They listen to stories such as that about Osiris and study hieroglyphs. When studying the life and times of the Ancient Greeks pupils listen to stories about well known myths and legends, including Theseus and the Minotaur and Anakin the boy slave. They learn about life as a Spartan soldier and war with Persia. The Year 6 pupils develop a knowledge and understanding of more recent events in Britain since the 1930's, including the impact of World War II and the Battle of Britain. They further extend their knowledge and understanding of chronology by finding out about significant events and happenings in subsequent decades and relating these to experiences of their grandparents, parents and themselves. They know Queen Elizabeth II was crowned in the 1950's, which was an event their grandparents could recall. The assassination of President Kennedy and the first Concorde flight were events of the 1960's and could be remembered by some of their parents. Although they were born in the 1980's their recollection of events relates to the 1990's, the most memorable event for many being the death of Princess Diana.
134. In the lessons seen in Key Stage 2, the teaching is satisfactory. Where the teacher has a secure knowledge and understanding of the subject, time and questions are used effectively to monitor the quality of pupils' learning and the teacher has high expectations about pupils' behaviour and standard of work, the quality of teaching is better. The pupils enjoy their history lessons and behave well. When the quality of teaching is good, the pupils are highly motivated. They sustain good levels of concentration in what they are doing, show a high degree of respect for their teacher and demonstrate a pride in their own achievement and that of others. Planning is based on termly topics but the quality of curriculum documentation is unsatisfactory. It does not provide sufficiently comprehensive guidance for teachers on how to plan their lessons to ensure continuity and progression of learning for all of the pupils. Throughout the school the pupils produce some good extended written work. Some particularly good examples of the effective use of links between history and English are evident at the end of Key Stage 2, where the teachers' planning ensures the pupils consolidate their literacy skills through their topic work. Inadequate use is made of procedures to assess the pupils' gains in knowledge and understanding of the subject. The history curriculum is successful in making some contribution to the spiritual, moral, social and cultural development of the pupils throughout the school. However, this does not explicitly feature in any aspect of planning and so many opportunities to extend the pupils' cultural and spiritual awareness are overlooked.
135. The school's range of resources for teaching history is adequate, although insufficient storage space limits the range of artefacts and reference materials the school is able to retain for display.

136. Since the time of the last inspection the school has improved the quality of the history curriculum through some imaginative links with the literacy strategy. This has resulted in improved progress being made by the pupils throughout the school.

Geography

137. It was only possible to see two geography lessons during the inspection week and both of these were in Key Stage 1. However, discussions with staff and pupils and a scrutiny of their work show the majority of pupils, including those with special educational needs, do not make the progress of which they are capable throughout the school. Too little emphasis is placed on the teaching of geography and there are insufficient opportunities for the pupils to develop their skills and understanding of the subject.
138. By the end of Key Stage 1, the pupils have a satisfactory knowledge of the local area and are able to use appropriate vocabulary to make observations about the physical features of their surroundings. Most can describe the features of the different seasons. The pupils in Key Stage 2, have a general idea of the location of the counties of the British Isles and some older pupils can locate countries further afield. They make comparisons between the rainfall in this country and a country in Africa. The school does not take advantage of the topic to further the pupils' knowledge of cultural and other differences and consequently the pupils do not make the progress of which they are capable.
139. In the lessons observed in Key Stage 1, the teaching is satisfactory. The teachers have a satisfactory understanding of the subject and have appropriate expectations of what the pupils can achieve. Questioning is used effectively to determine what the pupils know about the topic. Lessons do not always build systematically on what has been taught previously. This is due, in part, to the lack of a clear scheme of work. The topic approach to the humanities means that the subject has to vie with history for inclusion in the curriculum. As many of the teachers have strengths in history, there is a tendency for the geography to be given too little attention.

Music

140. Only a small number of lessons were observed during the inspection. The evidence from these, singing in assemblies and scrutiny of the teachers' planning shows that the subject is beginning to have a secure place in the curriculum. Overall progress is satisfactory although it is uneven.
141. Younger Key Stage 1 pupils begin to sing in time to musical instruments. They develop their ability to play a variety of percussion instruments, coming in at the appropriate time. They recognise the number of sounds in a name and the majority clap the appropriate number of beats. Older pupils in the key stage sing reasonably well in tune and distinguish between high and low notes. The pupils in Key Stage 2 sing reasonably tunefully and accurately and to a satisfactory standard. They select from a range of percussion instruments and play them sensitively. In the lesson observed, the pupils worked in groups to compose a piece of music that they could replicate and eventually improve upon. The standard of the finished piece of work was good from all groups.
142. The pupils enjoy music lessons and listen carefully to the teacher and to each other when working in groups. Their singing lacks enthusiasm when they are not accompanied by the piano and this is particularly so during assemblies. They are well

behaved, work well together, share resources and are helpful in setting out and clearing away. A number of pupils take part in recorder activities at lunchtime and these sessions enhance the pupils' musical skills.

143. The quality of teaching is satisfactory overall and occasionally good. The teacher who undertakes music tuition throughout the school has good subject knowledge although the level of challenge is not always appropriate, particularly for some of the younger pupils. The lack of a clear scheme of work has made it difficult for the pupils to make smooth progress as they move through the school, although overall it is satisfactory. The end of year concerts and the Christmas concerts are appreciated by the parents and add to the musical experiences for the pupils. The cramped accommodation places severe limitations on the music curriculum as the sounds generated filter through to other classes. There is a satisfactory range of musical instruments and they are used efficiently.

Physical education

144. During the inspection it was only possible to observe a single gymnastics lesson and two outdoor games lesson, all in Key Stage 2. It is difficult therefore to form an overall judgement regarding the pupils' progress. However, the evidence from these lessons, a scrutiny of the teachers' planning and conversations with pupils and staff, indicate that physical education has a secure place in the school curriculum, and that standards at the end of Key Stage 2 are in line with national expectations.
145. The pupils in the Year 3 and 4 class attain satisfactory standards in gymnastics. They move across the apparatus using different methods such as pulling, crawling and walking. They climb rope ladders with confidence and they jump from apparatus landing correctly. The pupils in the Year 5 and 6 class throw and catch balls accurately and demonstrate the ability to find space and intercept passes. Records indicate that by the time they leave the school, the majority of pupils are able to swim 25 metres.
146. The pupils participate in physical education lessons with enthusiasm. They usually behave well and enjoy trying to improve their performance. Occasionally, the behaviour of some of the younger pupils in Key Stage 2 is poor. They fail to listen to instructions and are wilfully disobedient. The quality of teaching is usually good. The planning has clear learning objectives and the pupils are managed well. Good use is made of the available resources and time is used efficiently.
147. The school hall is used to accommodate two classes and therefore all gymnastics lessons take place at a neighbouring school. This situation is managed effectively with all pupils being able to make use of the facility before they leave the school. The school compensates for the lack of a school hall by using its own field regularly for outside activities, particularly during the summer months. A regular after school club provides good opportunities for a significant number of pupils to participate in a variety of games activities. In addition, the pupils occasionally benefit from football coaching given by members of the local football club. Apart from the lack of suitable indoor facilities, the resources for teaching the subject are satisfactory.

PART C: INSPECTION DATA

148. Summary of inspection evidence

- The inspection was carried out by a team of three inspectors for a total of 12 inspection days
- Inspectors spent over 26 hours observing 38 lessons or parts of lessons.
- Subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- Assemblies and registrations were observed.
- A sample of registration periods was observed in both key stages.
- Teachers' planning was reviewed.
- The pupils were observed at lunchtime, at breaks and coming to, and leaving school.
- Pupils from each year group were heard reading and others were observed during the reading sessions of literacy hours.
- Discussions were held with many pupils about their work.
- Discussions were held with the headteacher, teaching and non-teaching staff, members of the governing body and several parents.
- Samples of pupils' work from each year group were examined along with school policies, teachers' plans, reports, letters to parents and minutes of the governing body.
- Individual education plans and statements of special educational needs were scrutinised.
- A meeting attended by 11 parents was held to receive views about the work of the school and 22 parents returned questionnaires.
- A detailed tour of the site was carried out to inspect the accommodation.

DATA AND INDICATORS

1. 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	108	1	15	9

TEACHERS AND CLASSES

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	4.4
Number of pupils per qualified teacher	25

Education support staff (YR – Y6)

Total number of education support staff	3
Total aggregate hours worked each week	40

Average class size:	27
---------------------	----

FINANCIAL DATA

Financial year:	1998/1999
-----------------	-----------

	£
Total income	146,402
Total expenditure	149,536
Expenditure per pupils	1,397
Balance brought forward from previous year	4,153
Balance carried forward to next year	1,019

PARENTAL SURVEY

Number of questionnaires sent out:

87

Number of questionnaires returned:

22

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	59	27	0	9	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	59	32	5	5	0
The school handles complaints from parents well	32	50	5	9	0
The school gives me a clear understanding of what is taught	45	45	0	5	5
The school keeps me well informed about my child(ren)'s progress	41	45	5	9	0
The school enables my child(ren) to achieve a good standard of work	68	27	0	5	0
The school encourages children to get involved in more than just their daily lessons	50	36	14	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	41	41	5	5	0
The school's values and attitudes have a positive effect on my child(ren)	59	36	0	5	0
The school achieves high standards of good behaviour	55	45	0	0	0
My child(ren) like(s) school	59	36	5	0	0

Other issues raised by parents