

INSPECTION REPORT

Brookfield Primary School
Derby

LEA area: Derby City

Unique Reference Number: 112774

Inspection Number: 187861

Headteacher: Andrew Jones

Reporting inspector: Julian Sorsby
14042

Dates of inspection: 1st – 4th November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	The Hollow Mickleover Derby DE3 5DH
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. G. Tatlow
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Julian Sorsby, Rgl		Attainment and progress
		Teaching
		Pupils' spiritual, moral, social and cultural development
		Leadership and management
	Equality of opportunity	The efficiency of the school
Brian Sampson, Lay Inspector		Attendance
		Attitudes, behaviour and personal development
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Katherine Halifax	English	Curriculum
	Religious education	
	Design and technology	
	Geography	
	History	
	Physical education	
	Areas of learning for children under five	
Loretta Watson	Mathematics	Assessment
	Science	
	Information technology	
	Art	
	Music	
	Special educational needs	

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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 - 10
Key indicators 11

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 12 - 30
Attitudes, behaviour and personal development 31 - 37
Attendance 38

Quality of education provided

Teaching 39 - 54
The curriculum and assessment 55 - 69
Pupils' spiritual, moral, social and cultural development 70 - 77
Support, guidance and pupils' welfare 78 - 85
Partnership with parents and the community 86 - 90

The management and efficiency of the school

Leadership and management 91 - 101
Staffing, accommodation and learning resources 102 - 108
The efficiency of the school 109 - 115

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 116 - 130

English, mathematics and science 131 - 162

Other subjects or courses 163 - 224

PART C: INSPECTION DATA

Summary of inspection evidence 225

Data and indicators 226

MAIN FINDINGS

What the school does well

- The quality of teaching is good and often very good.
- Relationships throughout the school community are very good.
- Pupils' personal development is excellent.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Procedures for child protection, and promoting pupils' well being, health and safety are very good.
- The school's strategy for literacy is very good.
- The school has a very clear educational direction and it implements its aims, values and policies very well.
- The headteacher, very well supported by the deputy headteacher, provides purposeful and thoughtful leadership and management to the school. The staff are a hardworking, strong and unified team.

• Where the school has weaknesses

- I. In teaching and in pupils' progress in Year 3.
- II. In the use of assessment data to inform teachers' planning.
- III. In ensuring that marking of pupils' work informs them as to how to improve.
- IV. In the short term planning for children under five years old, but not in medium or long term planning.
- V. In the overall monitoring and evaluation of the curriculum by subject co-ordinators.
- VI. In the efficient use of support staff in classrooms.
- VII. In the number of specialist support staff working with pupils who have special educational needs, although this is appropriately compensated for through the work of teachers.
- VIII. In the quality of information provided to parents about what their children are learning and in the quality of annual academic reports.

This is a good school that has improved significantly during the past two years. Pupils attain well, and staff and governors strive for excellence.

• How the school has improved since the last inspection

The school has improved very significantly since the last inspection, in the following ways:

- IX. Pupils' attainment has improved overall from being satisfactory to being good, as have attainment in English and mathematics particularly. In science there has been a decline in standards over the past three years, although standards are again rising.
- X. Progress of all pupils, including those with special needs and children less than five years old have improved from being satisfactory to being good.
- XI. Pupils' behaviour and their relationships, except in Year 3, have improved from being good to being very good.
- XII. Pupils' personal development has improved from being satisfactory to being excellent.
- XIII. Teaching overall has improved from being satisfactory to being good, while that for children less than five years old has improved from being unsatisfactory to being good.
- XIV. The quality of the curriculum and curricular planning has improved from being satisfactory to being good, while that for children less than five years old has improved from being unsatisfactory to being good.
- XV. The school's provision for the spiritual, moral, social and cultural development of pupils has improved from being satisfactory to being very good.
- XVI. Procedures for pupils' support, guidance and welfare have improved from being unsatisfactory to being good.
- XVII. The schools links with the community have improved from being satisfactory to

being good.

XVIII. Provision for extra-curricular activities have improved from being satisfactory to being good.

XIX. The use by the school of its learning resources has improved from being satisfactory to being very good.

XX. The leadership and management of the school has improved from being satisfactory to being good, while the clarity of the educational direction of the school and its success in implementing its aims, values and policies have improved from being satisfactory to being very good. Development planning has improved from being unsatisfactory to being good.

XXI. In the value for money achieved by the school, which has improved from satisfactory to good.

Overall, there has been good improvement since the last inspection, and conditions exist in the school for continued good improvement.

There has been a decline in standards in:

XXII. Standards achieved in science, although these have since improved.

XXIII. The staffing arrangements for support of pupils with special educational needs. There are too few specialist support staff and too much of the support has to be undertaken by teachers.

XXIV. The use of non-specialist support staff during lessons.

All the key issues identified in the previous inspection report have been successfully addressed except those elements that relate to the implementation of procedures for the assessment of what pupils know, understand and can do, and the use of this information to influence teachers' planning. Procedures have now been developed and implementation has begun. Notable successes are already visible in English and for pupils with special educational needs.

• **Standards in subjects**

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

Performance in	Compared with all schools	Compared with similar schools
English	A	A
Mathematics	B	B
Science	E	E

Key
<i>well above average</i> A
<i>above average</i>

Standards in 1999 compared to those achieved by pupils in 1998 have improved significantly in English, but fallen in science. Standards in science have fallen to being just inside the category of "well below average", although inspection evidence indicates that the current Year 6 pupils are performing at a higher level than those who have since left the school. Comparative standards in mathematics have remained unchanged.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Good	Good
Mathematics	Very good	Good	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Very good	Very good
Other subjects	Good	Good	Good

Of the seventy-eight lessons observed, the quality of teaching in one in every three lessons was very good. One excellent lesson was observed during the inspection, as were two unsatisfactory lessons.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Overall, behaviour in lessons and throughout the school and play areas is very good. Where teaching is unsatisfactory, so is pupil behaviour. Pupils' behaviour is a strength of the school.
Attendance	The rate of attendance is very good, and is above the national average. Punctuality at the start and throughout the day is similarly very good. Pupils' attendance is a strength of the school.
Ethos*	The school's ethos is very good. The school is a friendly and caring community, in which attitudes to work and relationships are very good, teachers provide an excellent role model for pupils and there is a strong commitment to high achievement. Its ethos is a strength of the school.
Leadership and management	Aspects of the leadership and management of the school, both lay and professional, are very good. There are, however, weaknesses in the support and monitoring of teaching and curriculum development.
Curriculum	Good. The curriculum is broad and balanced and relevant to the needs of the pupils. All subjects of the national curriculum are covered, including religious education, sex education and consideration of the misuse of drugs. The curriculum ensures equality of opportunity for all.
Pupils with special educational needs	The school's provision, in particular by class teachers, for pupils with special educational needs is good, despite there being few additional specialist support staff.
Spiritual, moral, social & cultural development	Provision for pupils spiritual, moral, social and cultural development is very good, and is a strength of the school.
Staffing, resources and accommodation	Overall, the number of teachers, its resources and accommodation are all satisfactory. The number of specialist support staff is unsatisfactory.
Value for money	The school provides good value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
XXV. That it encourages parents to participate in the life of the school.	XXXII. That they are not well informed
XXVI. That it is approachable when problems arise.	XXXIII. That the school doesn't have daily lessons.
XXVII. That they are kept well informed about their children's progress.	XXXIV. Homework.
XXVIII. That the school enables pupils to achieve a good standard of work.	
XXIX. That the school teaches positive values and attitudes.	
XXX. That the school encourages and achieves good behaviour among pupils.	
XXXI. That their children like coming to school.	

Based on inspection evidence, inspectors support the positive views of parents. With regard to the involvement of pupils in activities other than their daily lessons, and homework, inspectors do not share the views of those parents who expressed dissatisfaction. Pupils are encouraged to participate in a broad range of activities other than lessons during the school day, and an acceptable range of extra-curricular activities. Homework is used appropriately by the school to support pupils' learning, although the absence of a formal policy on homework is a weakness. Inspectors share the minority view expressed by some parents that they are not sufficiently informed about what their children are learning. Parents receive insufficient information about the curriculum.

KEY ISSUES FOR ACTION

In order to further improve upon pupils' attainment by building on the many strengths of the school and rectifying the weaknesses identified in the inspection the headteacher, governors and staff should:

- ◆. Improve the quality of teaching and the rate of pupils' progress in Year 3 by ensuring pupil behaviour is appropriately managed and lessons are sufficiently challenging. (See paragraphs: 39, 45, 134, 158, 160, 200)
- ◆. Ensure work is consistently matched to the needs of pupils by:
 - .introducing the planned whole school procedure for assessing and recording what pupils know, understand and can do. (See paragraphs: 62 -69)
 - .ensuring that all medium and short-term teachers' planning identifies opportunities for assessing pupils knowledge. (See paragraphs: 62 -69)
 - .introducing the planned procedures to better utilise information derived from teachers' assessment of pupils and from the results of national tests and assessments of pupils' abilities, in teachers planning. (See paragraphs: 62 -69)
 - .improve the short term planning for children under five years old by modelling it upon the desired learning outcomes for the age group. (See paragraph: 59)
- ◆. Provide opportunities for all subject co-ordinators to monitor teaching and the delivery of the curriculum across the school in their specialist subjects. (See paragraphs: 96, 97)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan.

- Marking of pupils' work does not consistently inform the pupils as to how to improve. (See paragraph: 142)
- Support staff are not used efficiently in some lessons, particularly the literacy hour, and the number of specialist support staff for pupils with special educational needs is low, requiring teachers to spend time doing work which could be performed by a less qualified person. (See paragraph: 113)
- The quality of information to parents about the curriculum being followed in each class and the information in annual academic reports is unsatisfactory. (See paragraph: 87)

· **INTRODUCTION**

· **Characteristics of the school**

1. The school is situated in the City of Derby, and serves the community within the Mickleover ward. There are 181 pupils on roll between the ages of five and 11, with girls slightly outnumbering boys by 95 to 86. This is below the average size of primary schools nationally, and the number of pupils on roll has fallen during the current school year. There has been no significant change in the levels of attainment of pupils joining the school. Pupils are taught in eight classes. In Key Stage 2, these are organised according to pupils' ages. In Key Stage 1 classes are mixed age and mixed ability in order to maintain them at below 30 pupils each.

2. Pupils come from a range of backgrounds. Eight per cent of pupils speak English as a second language. Most of these pupils originate from India, particularly the Punjab. In addition there are 5 Black-Caribbean children, three Pakistani children, and eight children from other countries. The majority of pupils speak fluent English. Pupils' attainment on entry to the school is broadly in line with expectations.

3. Sixteen per cent of pupils are eligible for free school meals, this being broadly in line with the national average. 1.1% of pupils have a Statement of Special Educational Need, this being lower than the national average. There are currently 30 pupils on the special needs register.

4. Pupils enter the school at the start of the Autumn term in September if their birthday falls between 1 September and 30 April. They are admitted at the start of the Spring term in January if their birthday falls between 1 May and 31 August. The governing body's policy from September 1999 is to admit all children into the Reception class on a full-time basis. The maximum number of pupils to be admitted (as rising 5's) to the school this year is 30.

5. The normal area to be served by the school is defined by the Authority as follows:

- The area south of the Mickleover bypass down to Rykneld Road and up to Littleover School.
- The area west of the school known as The Woodlands.
- The area east of the school along Brierfield Way and up to and including Skiddaw Drive: and north of Brierfield Way up to and including Pillar Court and Wansfell Close."

1. The governors only consider requests from outside the normal area if the school has not reached its planned admission level or if children can be reasonably accommodated in a mixed age class. The following criteria are then used to allocate additional places:

- Siblings will be given first priority.
- Secondly, distance of the route from home to school will be considered (i.e. the child with the shortest route to school will be given the next available place after siblings).

1. Derby City Council has recently updated its admissions policy and it is the case that children living within the normal area will not now automatically gain a place in the school if any one year group is already "full". Where several applications are received from within the normal area for limited places then the children with the shortest routes will be admitted.

2. The school set the following targets for eleven-year-old pupils' attainment by the year 2000, subject to review in the Autumn term of 1999. Pupils gaining level four or above:

- In English – 66%
- In Mathematics – 67%

Although lower than the current attainment levels, these targets are realistic and are based on the ongoing assessment of the attainment of current Year 6 pupils. The targets are achievable.

1. The school's published statement of aims is as follows:

Brookfield Primary School is committed to the development of its children and its staff. The school's activities will be geared towards ensuring that high expectations in work and behaviour are set. Through this approach the school will continue to make improvements in key identified areas.

2. At Brookfield we aim to:

- provide a happy and secure learning environment which promotes the well being of members of the school.
- provide equal opportunities to experience a broad and balanced curriculum but with a particular emphasis upon the promotion of literacy and numeracy.
- identify individual strengths and needs and to ensure that these are accounted for in programmes of work.
- ensure that individual standards of work reflect the highest achievement.
- enrich the curriculum, through visits and other opportunities for active learning, and through extra-curricular activities.
- promote high standards of behaviour and discipline through clear expectations, and an agreed system of rewards and sanctions.
- be active in seeking out instances of bullying and to have a "zero tolerance" where bullying occurs.
- develop individual's self-esteem and, through this, nurture respect, co-operation and tolerance for each other – children and adults.
- ensure that parents receive relevant and up-to-date information about their children; the curriculum, and school events, and encourage them to participate fully in the life of the school.
- promote the school as a community through the wearing of our dress code/uniform and through collective pride in our achievements.
- provide opportunities for staff and Governors to develop relevant skills and knowledge through in-school training and external courses.
- ensure that funding and other resources are maximised for the school and that the school gains maximum value from them.

Through the realisation of these aims we expect to prepare children to reach their full potential and to understand and become prepared for an ever-changing world.

1.Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	16	18	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	14	15
	Girls	16	17	17
	Total	30	31	32
Percentage at NC Level 2 or above	School	86(50)	92(65)	94(73)
	National	82(51)	83(74)	87(65)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	14	13
	Girls	16	16	17
	Total	28	30	30
Percentage at NC Level 2 or above	School	83(81)	89(93)	88(92)
	National	82(81)	86(85)	87(86)

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	21	9	30

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	20	17	18
	Girls	6	7	3
	Total	26	24	21
Percentage at NC Level 4 or above	School	87(59)	80(74)	70(71)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	17	17
	Girls	4	5	5
	Total	18	22	22
Percentage at NC Level 4 or above	School	63(59)	74(68)	73(56)
	National	68(65)	69(65)	75(72)

²

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

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year		%
Authorised Absence	School	4.31
	National comparative data	5.7
Unauthorised Absence	School	0.33
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Number
Fixed period	4
Permanent	1

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	32
Satisfactory or better	97
Less than satisfactory	3

11. PART A: ASPECTS OF THE SCHOOL

11. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

11. Attainment and progress

2. In English, attainment on entry to the school is in line with that expected nationally of five-year-olds. Pupils at Key Stage 1 make good progress overall in English. Progress in reading is sound. It is good in handwriting and in speaking and listening. Pupils in Year 2 make very good progress in writing for a range of purposes.

3. Results of national tests for 1999 for Key Stage 1 show that attainment in reading is in line with that expected nationally of seven-year-olds. Attainment in writing is above that expected nationally, with a good number performing above the national average. Pupils' performance in reading is average when compared to national figures and when compared to pupils from similar backgrounds. Pupils' performance in writing is above the national average and above that in similar schools.

4. Attainment in English at Key Stage 1 has shown an overall increase over the past three years. Whilst the rate of pupils progress slows at the beginning of Key Stage 2 it is still satisfactory. As pupils pass through the key stage their rate of progress increases significantly, with pupils making very good progress by the end of the key stage.

5. Results of 1999 national tests for Key Stage 2 show attainment in English is well above that expected nationally of eleven-year-olds, with a significant number of pupils working at levels above those expected. Pupils' performance is well above the national average and well above that of pupils from similar backgrounds. Performance has shown an overall increase over the past three years with a significant increase over the past year.

6. Pupils in Key Stage 2 continue to extend their vocabulary and become confident speakers. They use their listening skills to good effect in the full range of school activities, such as music. By the end of Key Stage 2, almost all pupils are confident readers and derive great enjoyment from reading a wide range of fiction and non-fiction books. They write interesting and mature accounts of life in other times, and use their writing skills to write well for a range of purposes, such as letters, poems and their accounts of scientific experiments. Whilst progress in handwriting is good in both key stages, not all pupils use their best cursive script when writing in other subjects.

7. Pupils with special educational needs make good progress against prior attainment and targets set out in their individual education plans. Pupils with English as an additional language make good progress as a result of the careful explanation of new vocabulary by all teachers.

8. In mathematics, attainment on entry to the school is in line with that expected nationally of five-year-olds. Results of national tests for 1999 for Key Stage 1 show that attainment in mathematics is above that expected nationally of seven-year-olds and also above that found in similar schools. Results of national tests indicate that attainment at the end of Key Stage 2 is also above the national average and that

achieved by pupils from similar backgrounds. Performance has shown an overall increase over the past three years.

9. By the end of Key Stage 1, pupils have developed good mental strategies that they apply confidently. They quickly recognise number patterns and correctly use o'clock, past and to when telling the time. Pupils correctly name two-dimensional shapes and describe their properties. Pupils carefully produce block and picture graphs from data relating to their everyday life. They make use of their numeracy skills when sharing out resources in other subjects and correctly use terms such as taller, shorter when describing figures in pictures. They confidently use coins up to the value of one pound.

10. Pupils, including those with special educational needs make good progress. They approach new concepts with increased confidence.

11. At Key Stage 2, pupils continue to develop their mental skills, working with speed and confidence. They confidently work with large numbers and understand more complex concepts such as inverse functions. They know the properties of two and three dimensional shapes and estimate and measure accurately. Pupils, including those with special educational needs, continue to make good progress, especially towards the upper end of Key Stage 2. They learn new concepts quickly and consolidate their knowledge of mathematical ideas and skills.

12. The 1999 teacher assessment in science showed that at Key Stage 1, pupils' overall attainment is close to the national average. The number of pupils who reached higher than expected standards is below the national average. At Key Stage 2, National Curriculum tests show pupils attainment is well below the national average and that of pupils from similar backgrounds, with very few pupils achieving higher levels.

13. Although assessments and tests indicate a decline in standards in science since the last inspection, the below average attainment indicated is not reflected in inspection evidence. Improved standards of teaching and improved planning are contributing to a rise in standards throughout the school.

14. By the end of Key Stage 1, pupils have developed a good understanding of living things and the important factors affecting animal and plant life. They correctly identify a range of natural and man made materials. They construct simple electrical circuits and recognise a variety of light sources. They understand that distance affects the sounds they hear.

15. At Key Stage 2, pupils confidently identify resources needed to conduct fair tests, and often quite accurately predict outcomes. They demonstrate knowledge of a good range of scientific terminology. Pupils understand the functions of the main parts of living things. They describe the properties of solids, liquids and gasses and the relationship between them. They develop more sophisticated methods of investigating ideas fairly, recording and evaluating their results. They develop a greater understanding of life cycles and the wide variety of life and materials to be found in the world around them. They extend their knowledge and understanding of scientific vocabulary as they move through the school. Pupils, including those with special educational needs, make satisfactory progress overall in both key stages.

16. In information technology, at the end of both key stages, pupils' attainment is in line with national expectations. Standards have been maintained since the last inspection. Pupils at Key Stage 1 are familiar with the layout of the keyboard and can accurately control the computer mouse. They are able to explore programs and discuss their work.

17. At Key Stage 2 pupils' computer skills have developed in line with national expectations. They effectively use the keyboard and mouse. They confidently retrieve information and use word processing applications to enter and amend text. All pupils at both key stages practice programming a computerised mobile robot and older pupils make good use of the digital camera, sound and video recorders. Pupils use computers appropriately in studying other subjects of the curriculum. Progress in information technology is sound throughout the school, including pupils with special educational needs.

18. Standards in religious education at both key stages are above those expected of pupils of this age and when compared to the Derbyshire locally agreed syllabus. Standards have improved significantly since the last inspection. Pupils make good progress in Key Stage 1 and very good progress in Key Stage 2. They have a good knowledge and awareness of Christianity and other major world faiths. Their knowledge of bible stories is good, for example, the stories of Adam and Eve and of the Prodigal Son. They are aware of the importance of holidays and festivals in several faiths, such as Christmas, Hanukah and Diwali. They are inquisitive about their own and other faiths, and show great respect for the beliefs of others.

19. Progress in Key Stages 1 and 2 is satisfactory in design and technology and physical education and good in history, geography, art and music. Pupils who have special educational needs attain appropriate standards in all subjects and make good progress in relation to the targets set for them. Early identification of pupils' needs, coupled with careful monitoring are significant factors in the progress pupils make.

20. Since the last inspection report, pupils' attainment overall has improved from being satisfactory to being good, as has the progress made by all pupils including those with special educational needs. In design and technology and physical education, standards are as they were at the time of the last inspection while in art, geography, history and music, standards have improved. Pupils' attainment in the arts is good in both key stages.

30. Attitudes, behaviour and personal development

21. Pupils' attitudes, their behaviour and relationships between them and with the staff are very good and are a strength of the school. Pupils' personal development is excellent and is a significant strength of the school. These judgements apply to pupils of all ages including those under five years old, and to pupils of all levels of ability, including those with special needs.

22. The majority of pupils have very good attitudes to learning. They enjoy their work, listen attentively and concentrate hard. This was clearly evident in a mixed Reception and Year 1 class, during Literacy Hour. Pupils had been learning about the story of “

Billy Goat Gruff". When they had to illustrate and write their own versions of the story, the results were very accurate, imaginative and colourful. Pupils are confident, enthusiastic and very articulate, they ask interesting and thoughtful questions. Often, pupils were totally engrossed in their activities and strove hard to produce work of high quality. Pupils usually collaborate well and have positive attitudes both when working in groups and independently. Many pupils work at a good pace and use resources well. Pupils' very good attitudes have a positive effect on attainment and progress.

23. The behaviour of the majority of pupils, both in class and at playtimes, is very good. They are polite and courteous. Around the school, pupils follow the school rules and show respect for property. There have been four fixed period exclusions of one pupil, followed by the permanent exclusions of the same pupil. It is noticeable that procedures for ensuring good behaviour need only be administered in a very low-key fashion, because of the expectation among pupils that they will each behave responsibly.

24. Relationships in the school are very good. There is a very high level of respect between adults and pupils and the school operates as a harmonious community. Support assistants and lunchtime supervisors have very good, caring relationships with children. Pupils, including those from different ethnic groups, relate well to one another and show respect for the feelings and beliefs of others.

25. Pupils' personal development is excellent. There are numerous opportunities for pupils to take responsibility, which they accept with pride. These encompass both the range of school activities, such as assemblies and looking after the school library, and also work activities. For example, Year 6 pupils participate in an annual study competition, during which they undertake a personal study project, which they subsequently present to the school. Many older pupils have responsibility for looking after the younger pupils through an effective buddy system. Two pupils from each class are selected each week to be "VIP's" and wear "VIP" badges. This indicates that they will carry additional responsibilities for the week. Pupils wearing VIP badges sit as a group in assemblies, thus being recognised by all other members of the school community. Children in the reception class are encouraged to take responsibility, for example, in returning registers to the school office after registration, and in keeping their room tidy.

Year 6 pupils administer the school bookshop under the supervision of parents, taking and filling orders from other pupils, and dealing with the cash transactions. All these well planned activities teach pupils valuable lessons about responsibility.

26. Pupils with special educational needs show sustained interest in their work, and develop good independent study skills. Their behaviour, and the quality of their relationships, are equally as good as those of other pupils. Some pupils with identified special educational needs require additional support in order to remain on task.

27. Since the last inspection report, while pupils' attitudes have remained unchanged and are still very good, pupils' behaviour and relationships have improved from being good to being very good. Pupils' personal development has improved from being satisfactory to being excellent.

37. Attendance

28. With authorised absence of 4.31 per cent and unauthorised absence of 0.33 per cent, pupils' attendance rates are above the national average and are very good. Punctuality at the start and throughout the school day is similarly very good. Pupils' attendance rates are a strength of the school, continue to be very good since the last inspection report and contribute well to pupils' attainment and progress.

38. QUALITY OF EDUCATION PROVIDED

Teaching

29. For children under five years old, the quality of teaching is good overall and often very good, with 30 per cent of teaching being very good and 20 per cent being satisfactory. At Key Stage 1 teaching is good overall and often very good, with 30 per cent being satisfactory and 30 per cent being very good. At Key Stage 2 teaching is good overall and often very good, with 23 per cent being satisfactory and 34 per cent being very good or better. Six per cent of teaching in Key Stage 2 was unsatisfactory, this occurring at the beginning of the key stage in Year 3.

30. Teaching has improved considerably since the last inspection, at which time teaching of children under five-year-old was unsatisfactory and teaching in both key stages was satisfactory.

31. Where teaching is good or better, lessons are well planned with an appropriate emphasis on literacy, numeracy and on encouraging and supporting the pupils to become independent learners. Teachers have a secure knowledge of their subjects and appropriately high expectations of the pupils. They plan for the needs of all pupils, ensuring that the highest attainers are sufficiently challenged. Pupils' individual education plans are detailed and provide teachers with sufficient information to use effectively in their own planning. Homework is used to reinforce learning in school. Teachers assess pupils' attainment regularly and record outcomes. Assessment information is effectively used in planning. Pupil management is very good.

32. When teaching was unsatisfactory the teacher's expectations of pupils were unsatisfactory or poor. Work was planned and undertaken, which either because it repeated work which pupils had mastered in the previous year or because it was presented in a manner which did not allow pupils to use their knowledge and ability to carry out tasks, lacked challenge. This resulted in pupils becoming increasingly bored. In two thirds of the lessons observed in the year where one third of the teaching was judged to be unsatisfactory overall, the management of pupils' behaviour by the teacher was less than satisfactory, with no attempt to implement the agreed school strategies when pupils became disruptive. Frequent long pauses while the teacher referred to her lesson plan gave pupils further opportunity to misbehave. Assessment was unsatisfactory in half the lessons observed. For example, when asking pupils questions, answers were often accepted without taking the opportunity to ascertain the extent of their knowledge or to challenge pupils to extend their thinking.

33. Teachers and a small number of additional staff provide specialist support for pupils with special educational needs and this enables them to make good progress and to attain well. The teaching of pupils with special educational needs is good and often very good. Teachers plan effectively, bearing in mind the differing needs of all pupils. Teachers and support staff make good use of assessment to monitor pupils' progress towards attaining their learning targets. Individual education plans are particularly good, with clear, sensible, agreed and achievable targets, which are known to all teachers and support staff dealing with the individual pupils concerned, and are reviewed each half term. The school is conscious of the needs of higher attaining pupils, and extension work is provided for them. Very careful and sensitive consideration is given to the needs of pupils for whom English is not their first language, and all teaching and non-teaching staff support them very well.

34. Good planning throughout the school is based very securely in a thorough knowledge of the National Curriculum. Teachers' planning is linked clearly to the medium and long-term plans within a subject and this assists pupils to work systematically through the curriculum. The management of behaviour is generally good and ensures that pupils are redirected to learning. Time in most lessons is used very efficiently. Teachers generally prepare good materials and use resources very well to support learning. The good quality of teaching is a major factor in the overall quality of education provided by the school. Homework is set regularly and this makes a significant contribution to the standards of all pupils.

35. The quality of teaching in literacy is good or very good in almost 70 per cent of literacy lessons, and satisfactory in the remaining 30 per cent. Through the use of technical language, teachers support the teaching of literacy in all other subjects of the curriculum. The quality of teaching of numeracy is good or very good in 78 per cent of numeracy lessons, and satisfactory in 11 per cent. There was one unsatisfactory numeracy lesson observed in Year 3. Teachers support the teaching of numeracy in many subjects of the curriculum.

36. Although parental views on the amount of homework set vary, inspection evidence indicated homework being used appropriately to further pupils' learning.

37. The quality of teaching of English at both key stages is good. Teachers have good subject knowledge and are confident in using the recently introduced national Literacy Strategy. In all subjects of the curriculum, teachers reinforce key English skills effectively, such as by the use of key vocabulary. Teachers write and explain new vocabulary, such as cam and rotary motion in design and technology, so that pupils recognise and understand words. Teachers encourage reading, such as of worksheets in a range of subjects. They reinforce speaking and listening skills, such as in discussions in religious education. Attractive, well labelled displays throughout the school celebrate pupils' achievements and support learning.

38. Weaknesses in teaching English include not all teachers using a good model of cursive script when writing on the classroom board. Additionally, learning support assistants are not effectively used in the whole class and shared text portions of each literacy hour.

39. In mathematics, the quality of teaching is good overall and sometimes very good. Teachers have a good knowledge of the subject and this, together with their enthusiasm makes a significant contribution to pupils' attainment and progress. Teachers consistently provide stimulating tasks and activities that are well planned to meet the needs of all their pupils.

40. In science, the quality of teaching is good at both key stages. Teachers have good subject knowledge and plan appropriately challenges for their pupils. They encourage pupils to explore their own ideas and apply their knowledge to new situations. Teachers are successfully focusing on specific areas of the curriculum in order to raise pupils' standards of attainment, and improvements in teaching and planning are having a positive effect on pupils' attainment.

41. In information technology, the standard of teaching is good overall. Most teachers are confident and lessons have clear aims. Planned activities are appropriate to the age and experience of pupils. Access to the computers is well managed, enabling the pupils, including those with special educational needs, to develop their skills. Teachers work hard to make good use of new software and provide the opportunities for pupils to use technology in other areas of the curriculum.

42. In religious education at Key Stage 1, the quality of teaching ranges from good to very good, and is very good overall. At Key Stage 2, the quality of teaching ranges from very good to excellent, and is very good overall. Teachers succeed in making the subject relevant to pupils. They use guest speakers very effectively to reinforce knowledge and to raise pupils' awareness of other faiths. Work is consistently made interesting and wherever possible practical, such as in the building of a sukkah for the Jewish festival of Succoth.

43. The quality of teaching of pupils under five years old is good and often very good. At both key stages the quality of teaching of art, history, geography and music is good. In physical education, the quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. In design and technology, the one lesson observed, at Key Stage 1, was satisfactory.

44. Since the last inspection report, teaching overall has improved from being satisfactory to being good. The teaching of children under five years old has improved significantly from being unsatisfactory to being good.

54. The curriculum and assessment

45. The school's curriculum is good, being suitably broad and balanced and encompasses a suitable emphasis on numeracy and literacy at both key stages. The introduction of the National Literacy and Numeracy Strategies has been effective and is contributing to pupils' increasing levels of attainment and progress. The curriculum accurately reflects the aims of the school and its policies. It addresses pupils' interests well and provides good opportunities for pupils' intellectual, physical and personal development. The curriculum meets all statutory requirements offering the full range of the National Curriculum subjects and religious education. Sex education and substance misuse awareness are successfully taught through the science scheme of work and

personal and social education. The percentage of time allocated to individual subjects is generally satisfactory. However, a number of classes have very short physical education lessons, for example fifteen minutes or thirty minutes. This limits the activities that can be undertaken and as a result affects the rate at which pupils improve their skills.

46. Children under the age five, although taught in mixed age classes, have a suitable curriculum based on the desired areas of learning, which leads satisfactorily to the National Curriculum. This is an improvement since the last inspection.

47. Pupils with special educational needs and those with English as an additional language have access to the full National Curriculum. The school fully meets the requirements of the Code of Practice. Suitable individual education plans are drawn up for pupils with special educational needs. Targets set are clearly linked to those identified at the annual review and are suitably challenging. Pupils who have English as an additional language are helped to make good progress by the good support of teachers, particularly in the careful explanation of new vocabulary. The curriculum provides equality of access and opportunity to all pupils in the school.

48. In Key Stage 1, much of the curriculum is taught through half termly topics such as "Ourselves." Careful planning ensures all subjects are suitably covered. This is an improvement since the last inspection. Schemes of work closely follow National Curriculum programmes of study and clearly identify how pupils will make progress in their knowledge, skills and understanding throughout the school. However, the practice of having mixed age classes at Key Stage 1, which is a consequence of the school's efforts to reduce class sizes, results in a particularly heavy planning load for teachers and makes the rate at which pupils progress more difficult to track. Despite this additional difficulty, teachers successfully track progress.

49. The quality of teachers' planning has improved significantly since the last inspection. All teachers use the same format and almost all plans now clearly identify the knowledge and skills the pupils will acquire during the lessons and over a period of time. Although opportunities for assessing pupils' progress are highlighted in medium term planning, short-term plans give no indication as to how progress will be assessed. In relation to children under five years old, medium term plans make reference to the areas of learning. However, weekly planning is only referenced to the National Curriculum subjects and not to the desired areas of learning for younger children.

50. The overall management, co-ordination and planning of the curriculum are good. There is a co-ordinator and a suitable policy for each subject. The governing body actively participates along with all of the staff in the consultation process for developing and reviewing all policies.

51. Good provision is made for extra-curricular activities. The wide range of physical activities such as football, netball, cricket and short tennis enhance the physical education curriculum and contribute well to pupils' progress, particularly at Key Stage 2. Good use continues to be made of educational visits. There is good curricular provision in the arts. The curriculum prepares pupils well for the next stage of their education

52. Assessment was a key issue in the last inspection report and although the school has begun to address this issue, assessment, overall, is still unsatisfactory. The procedures are now satisfactory, but the use made of assessment to inform teachers' planning remains unsatisfactory.

53. Teachers know their pupils well and day to day assessment, although inconsistent, is satisfactory overall, with some teachers being more diligent than others. The school has yet to develop a systematic procedure for recording pupils' attainment and progress.

54. The school makes effective use of baseline assessment to ensure early identification of pupils' needs. Since the last inspection the school has introduced standardised tests for Literacy and Numeracy and the results of these are reported to parents. However, effective systems for assessing pupils' progress in other areas of the curriculum have not yet been established.

55. Medium and long term planning fail to identify opportunities for assessment; this weakness is identified as a priority in the School Improvement Plan. Staff recognise that a whole school system needs to be developed and implemented consistently. Assessment and recording procedures are not being monitored. Although the systematic acquisition, by pupils, of knowledge and skills is not an issue overall, the planning for pupils to move from the Key Stage 1 curriculum to the Key Stage 2 curriculum is not always clearly co-ordinated by the staff concerned, especially in Literacy and Numeracy.

56. The school acknowledges the fact that performance data is not being analysed or used to best effect to inform future planning, and plans are in place to develop more diagnostic and informative forms of assessment next term. Such assessment tools enable teachers to more accurately focus on individual targets for pupils.

57. Clear individual educational plans are provided for all pupils on the special needs register and procedures for identifying their specific needs are effective. There are half-termly reviews of these pupils' progress, although the pupils themselves are not involved in setting their own targets.

58. Annual reports to parents cover all areas of the curriculum. Reports provide an overview of pupils' attainment and progress in each subject but lack informative detail regarding specific areas of achievements or difficulty within subjects.

59. Since the last inspection report, the curriculum in Key Stages 1 and 2 has improved from being satisfactory to being good, while that for pupils under five years old has improved from being unsatisfactory to being good. Provision for extra-curricular activities has also improved from being satisfactory to being good. Procedures for assessment of pupils' knowledge and abilities have yet to be implemented and as a consequence the use of assessment information in teachers' planning remains unsatisfactory.

69. Pupils' spiritual, moral, social and cultural development

60. For pupils of all ages including those who are not yet five years old, provision for each element of their spiritual, moral, social and cultural development is very good, and this is a significant improvement since the last inspection report when provision was judged to be satisfactory.

61. Staff work hard to ensure that all pupils are fully involved in lessons and in the life of the school, and they value pupils' contributions, regardless of ability or special educational need. This has a positive effect on pupils' moral and social development. The school's aims and policies provide a firm basis for pupils' spiritual and moral development. They promote self-esteem and self-confidence, an awareness of the needs of others and the concept of community and personal responsibility. Many opportunities arise naturally for pupils to express their feelings and reactions to what they are taught. For example, in religious education, pupils willingly express their feelings about their own and others' faiths. Moments of revelation such as appreciating the significance of prime numbers in mathematics, wearing the vestments of a curate and exploring their own surroundings in a geography lesson develop pupils' sense of

wonder at the world around them. School and class assemblies encourage personal thought and reflection, and meet statutory requirements. Class rules are built on sound personal values of respect for oneself and others, and emphasise the fundamental values by which we should live.

62. One pupil in a mixed Year 1 and 2 class exemplified pupils' spiritual awareness. When the class was asked how they felt about some of the material possessions they acquire as they get older, several responded with words such as "terrific, "super" and "great". This pupil responded "grateful", and when asked what she meant by "grateful" she responded that she was grateful to God. Assemblies include either an act of worship or a period for pupils to reflect on the day's theme, and this contributes well to their spiritual awareness.

63. The school makes very good provision for pupils' moral development. This supports the view held by parents. There is a strong moral code demonstrated by teachers through their actions. Class rules emphasise notions of fairness and justice, right and wrong, and address the consequences of unsatisfactory behaviour or actions. Moral attitudes and behaviour are explored through the curriculum. For example, pupils in one personal and social education lesson discussed how they help at home, and how it feels to be able to help others. The consequences of the school's provision for moral development are clearly visible in pupils' very good behaviour and attitudes to one another, and the very good relationships that exist within the school community.

64. The school's prospectus explains what is expected of pupils, and with the behaviour policy it forms a firm foundation for social development. Pupils devise their own class rules, developing their sense of responsibility to themselves and others. Pupils have many opportunities to help with tasks around the school. For example, they help set up assemblies, classes have monitors for a range of tasks such as returning registers, there is a school choir and VIP pupils carry additional responsibilities. The curriculum provides good opportunities for social development, through activities such as team building games in physical education. Teaching methods used in the National Literacy and Numeracy Strategies help pupils to develop as independent learners as they get older, and subjects such as science help pupils to develop their initiative, for example in devising their own methods of carrying out a fair test. The school provides good opportunities for pupils to join in community life, for example, through participation in local musical and sporting events and through supporting a wide range of local, national and international charities.

65. The school's provision for the development of cultural education is very good. Pupils have good opportunities to learn about and participate in art, music and drama. They learn about other cultures, for example through the visits by representatives of various faiths and to a lesser extent through singing and performing music. In religious education, pupils study faiths other than Christianity, for example Judaism and Islam, and make artefacts associated with other religions. There are many multi-racial images and artefacts on display around the school. The range of activities combined with the involvement of visitors, visits made by pupils and pupils' exposure to images and artefacts ensure that pupils' develop a strong multiracial understanding.

66. Pupils' own cultural heritage is promoted well in lessons, through visits to places

such as Haddon Hall, Hartington Village, art galleries, Elvaston Castle and the National Stone Centre and by working with visiting artists and musical performers. Many pupils learn to play musical instruments, and join in local festivals.

67.The school's provision for the spiritual, moral, social and cultural development of pupils with special educational needs is similarly very good. All pupils are encouraged to take part fully in all aspects of school life. Care is taken to ensure that pupils with special educational needs are not isolated within the class.

77. Support, guidance and pupils' welfare

68.The school's procedures for the support, guidance and welfare of pupils are good overall, and make a positive contribution to their progress.

69.Procedures for monitoring pupil's progress are satisfactory overall, but the use made of assessment data is unsatisfactory. Although the need for new procedures constituted a key issue in the last report, and although the new procedures have now been drawn up but are not yet implemented, the drawing up of the new procedures constitutes an improvement since the last inspection report. The use of assessment procedures remains unsatisfactory overall, although in some areas of the school, some procedures are in use. Procedures that are used satisfactorily include baseline assessment of all pupils on joining the school, the maintenance of home school reading records and of a personal Record of Achievement for each pupil and voluntary testing of pupils in Years 3,4 and 5. Teachers know their pupils well, but day to day assessment is inconsistently applied. The school has yet to develop a whole-school systematic procedure for recording pupils' attainment and progress. Medium and long term planning fail to identify opportunities to assess pupils' attainment and progress. Available data, such as the results of National Curriculum tests, is not being sufficiently analysed or used to full effect to inform future planning. Individual educational plans for pupils with special educational needs ensure that they are given appropriate support within the classroom within the limitations of existing staffing levels. Targets accurately reflect identified needs

70.Procedures for monitoring pupil's personal development are good, this being an improvement since the last report. Pupils with special educational needs are helped to meet their individual targets by the careful matching of activities and support to their needs, and their progress is regularly monitored and reviewed. Staff give good personal support to pupils.

71.Procedures for monitoring and promoting good behaviour and discipline are good, having improved since the time of the last inspection report. The behaviour policy is clear and is built on the positive reinforcement of good behaviour. Most staff consistently implement it. Pupils are aware of class and school rules, which are displayed throughout the school and which they themselves have helped to develop. The mission statement is also prominently displayed throughout the school. Most staff expect good behaviour, and appropriately reward positive attitudes with praise. The school has very good procedures in place to deal with issues of harassment and bullying which appropriately involve parents. Incidents of bullying are rare and those that do occur are dealt with promptly and sensitively. The ethos of the school promotes

positive behaviour and a happy orderly community.

72.Procedures for monitoring and promoting good attendance remain good and this is reflected in the very good attendance rate across the school. The school encourages pupils to arrive at school on time at the start of the day and the majority arrives promptly. There are good procedures for telephoning home if a pupil fails to arrive at school, and of informing teachers if a pupil arrives late. Authorised and unauthorised rates of absence are published in the school prospectus and the governor's annual report to parents. Registration is taken promptly in every class at the start of each session and the registers are returned to the office after each registration.

73.Procedures for child protection and for promoting pupils' wellbeing, health and safety are very good and are strengths of the school. At the time of the last inspection report they were deemed to be good rather than very good.

74.Very good child protection procedures are in place, and are administered sensitively and appropriately by the well-trained deputy headteacher, who is the named person responsible. Staff are similarly well trained, and are both confident and competent in the necessary skills. There are very good procedures for dealing with pupils' medical conditions and minor accidents and sufficient first aid equipment is available. The accident book is kept up to date. All members of staff treat the well being and comfort of all children within the school as a priority.

75.Procedures for promoting health and safety are very good. The headteacher and governors have successfully promoted a culture of health and safety in all aspects of school life and particularly good practice is observed in science, physical education and design technology. The effectiveness of the school's health and safety procedures is to be seen in the measures taken to ensure pupils' safety during the current building of a new classroom on part of the playground. Regular health and safety audits and risk assessments take place and hazards are dealt with immediately. The school complies with all statutory requirements concerning health and safety. Fire drills are carried out at least every half term and fire and electrical equipment is tested regularly. The school is well maintained and cleaning is effectively organised by the school caretaker.

85. Partnership with parents and the community

76.The school's partnerships with parents and the community are good.

77.As at the time of the last inspection report, the quality of information provided is satisfactory overall. Parents appreciate the willingness of the headteacher and class teachers to meet them informally, and the effectiveness of the two formal consultation meetings each year. Each pupil has a home-school reading record that is well maintained. The school prospectus is informative and contains all required information. However, while the content is well laid out, the appearance of the prospectus fails to reflect the vibrant atmosphere of the school. Parents receive numerous letters brought home by pupils, regular news updates and a clear and informative governor's annual report, which also meets statutory requirements. The school has distributed a guidance letter for parents on homework, stating the days pupils receive it and how parents can support and encourage their child's work at home. However, parents do not receive

sufficient regular curriculum information to enable them to fully support their children's learning. The quality of annual academic reports to parents is unsatisfactory, as they often fail to describe what pupils know, understand and can do, and compare this with expectations of pupils at the particular age.

78. Within the limitations of the information made available to them, parents play a very active role in their children's learning both at home and at school. A significant number of parents help the school with hearing pupils reading, sharing their skills and experiences, running the school bookshop and also on educational visits. The Brookfield Parent Teachers Association is very active and raises funds and organises social events. Parents of children with special educational needs participate in regular reviews of their children's progress, and are kept fully involved through formal and informal meetings, review meetings and written reports.

79. Pupils benefit from and contribute to the life of the community. They raise money for several charities such as Comic Relief, Jeans for Genes, Poppy Day, Christmas Parcels for Eastern Europe, The Children's Society and the local Padley Centre. Through these activities, which are selected and driven by the pupils, pupils learn about the need to consider and care for others. Pupils benefit from a broad range of school visits, which support the curriculum, particularly in history and geography. There is a good range of extra curricular clubs that provides pupils with many opportunities to learn different skills and discover new interests. Pupils give musical and dramatic performances at various times of the year for local older residents and for very appreciative parents. There are productive links with local industry and the owner of a local garden centre visits the school regularly to talk to pupils. He has also, recently sponsored the school's football shirts. The local community police talk to the children about local safety. Links with local churches are very effective. As are those with work experience students and trainee teachers from local colleges. A number of visiting performers enrich the life of the school. The school has good links with the nursery schools from which the majority of pupils transfer and also with the secondary school to which the majority of pupils subsequently go.

80. Since the last inspection report, the quality of the partnership with parents has remained unchanged, while the school's links with the community have improved from being satisfactory to being good.

90. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

90. Leadership and management

81.The leadership and management of the school are good. The headteacher, very ably supported by the deputy headteacher provides very good leadership and both are constantly striving for improvement in every aspect of the school. Together, the two constitute the senior management team.

82.The headteacher recognises and builds on the strengths of others, and supports those with weaknesses. His commitment to the staff is exemplary. He provides exceptionally clear and purposeful direction to the school and has the trust and support of the governing body and staff. Since his appointment eighteen months ago, he has clearly defined what is required to further raise standards in the school, has carefully planned to effect change while maintaining the support of all members of the school community, and has set about carrying out his plans through consultation and democratic leadership. The headteacher and his deputy work particularly well together, and bring to their partnership very strong complementary skills. Together they have effectively built on the work undertaken by the deputy headteacher during her successful tenure as acting headteacher.

83.All members of staff and the governing body enjoy a shared set of aims and a common vision for the future of the school. This has enabled the school to constantly strive for excellence, and to efficiently adopt new requirements in education such as those relating to literacy, numeracy and new National Curriculum requirements.

84.The governing body, which is very ably led by its chairman, has a clear strategic view of the school's development. The governors' support of the headteacher and management team is based on a detailed knowledge of the school and a clear understanding of their role and that of the staff. They competently fulfil their responsibilities for strategic planning and for the quality of education, and through a relationship of mutual respect, they fulfil the role of critical friend to the school. Not only do regular meetings of the governing body as a whole and its key committees take place, but a number of governors also carry additional responsibilities such as linking with curriculum co-ordinators about their subject areas, and monitoring activities in the school during the school day.

85.The headteacher effectively manages pupils and staff. Job descriptions are clear and realistic, and staff understand their roles and are committed to them.

86.Staff manage their responsibilities effectively in relation to the time and opportunities made available to them. The role of subject co-ordinator has developed well in the last eighteen months, although it does not yet encompass all aspects of planning and monitoring of subject teaching. Whole-school priorities and their resultant staff development needs are clearly linked to the school improvement plan. The special educational needs co-ordinator, supported through the teaching activities of the headteacher, manages her role well. All pupils' individual education plans are in place and up to date and the agreed targets within each are realistic and meaningful. The special needs co-ordinator liaises regularly with class teachers and the special

educational needs governor, who in turn keeps the governing body well-informed. Early identification of pupils' needs, is a priority and the school endeavours to make good use of the limited available external funding. Appropriate use is made of outside agencies, such as the Educational Psychologist. Support staff are enthusiastic and competent and, within the limits of the time available to them, provide good support when working with pupils. The school fulfils all its statutory responsibilities with regard to the Code of Practice for pupils with special educational needs, the Sex Discrimination Act and the Race Relations Act.

87. Support and monitoring of teaching is provided by the headteacher, and is satisfactory overall. However, subject co-ordinators do not have sufficient non-teaching time to effectively monitor teaching and the delivery of the curriculum in their specialist subjects. The senior management is aware of the strengths and weaknesses of individual teachers and staff are supported and encouraged to build on good work and remedy any weaknesses. The monitoring of curriculum development is satisfactory.

88. Staff have a shared sense of purpose and are fully involved with governors in formulating the school's aims, values and policies. There are clear, published aims, which receive the full support of parents. Appropriate steps are taken to ensure that all staff, including those new to the school and temporary staff, understand the school's aims and values.

89. The current school improvement plan is well written and clearly expresses the school's short-term objectives, its priorities, a clear plan of action and how it will target resources. The school uses information derived from the assessment of pupils' attainment and progress, to monitor and evaluate the outcomes of its work and to plan and implement changes to their practices, although not all available information is fully used.

90. The school's ethos is very good and is a major contributory factor to the calm, friendly and supportive atmosphere enjoyed by pupils and staff. Staff are committed to the high achievement of pupils and the school provides a very effective learning environment. The school takes very seriously the provision of equality of opportunity for all pupils.

91. Overall, the management and leadership of the school are strong and contribute significantly to pupils' attainment and progress. They have improved since the last inspection report when they were deemed to be satisfactory. Development planning is now good, having been previously reported as unsatisfactory. Both the clarity of the educational direction of the school and its success in implementing its aims, values and policies are now very good, having previously been satisfactory.

101. Staffing, accommodation and learning resources

92. Overall, the school's staffing, accommodation and learning resources are satisfactory and meet the needs of the curriculum, but there are areas of weakness.

93. The school has a satisfactory number of well-qualified and experienced teachers to meet the demands of the National Curriculum. All teachers are conscientious, keen and hard working. There is very effective team working between managers and teachers. Each teacher has a job description and all manage one or two curriculum subjects.

94. The school has an appropriate number of non-specialist support staff, but an inadequate number of specialist support staff to meet the needs of pupils who have special education needs. The support of pupils with special educational needs is well compensated for by the skills and abilities of class teachers. Support staff are clear about their work and responsibilities, although they are not fully involved in planning or pupil assessment. Overall, the number, qualifications and experience of support staff to

meet the needs of the curriculum are unsatisfactory.

95. Arrangements for the professional development of staff have deteriorated since the time of the last inspection report when they were reported to be good, and are now satisfactory. The school does not currently participate in any appraisal scheme, although plans exist to do so before the end of this academic year. Although many staff attend courses, the procedure for deciding upon appropriate training courses and prioritising between them, is correctly driven by the school's needs but does not include an element of the needs of individual staff, although it is the experience of the school that these frequently coincide. Priority during the past two years has been training and development related to the introduction of the National Literacy and Numeracy Strategies, and this has been effective. Arrangements for the induction of new teachers are satisfactory.

96. The school is a stimulating, very well maintained learning environment with many excellent displays covering aspects of the curriculum. Overall, the adequacy of accommodation and resources to support the teaching of the curriculum is satisfactory.

97. The school's accommodation is satisfactory. Although the teaching of no single subject is inhibited by the accommodation, physical education is not helped by the relative smallness of the school hall. The reorganisation of one area of the school to serve as an information technology base promotes the effective use of computers and the teaching of the subject.

Year 3 is temporarily housed in the school dining room, during the building of the new classroom. This is not ideal, but these circumstances have been coped with well by the teacher and pupils concerned. It is a characteristic of the school that many classrooms are cramped and pupils and adults find difficulty in manoeuvring between desks and chairs. Because of the original design of the school access to several classrooms is through other classrooms, which is disruptive to pupils, as are the sounds that pass between classrooms. In one particularly bad situation the school has taken effective measures by building an additional wall. The library and bays outside some classrooms are used to very good effect for teaching and individual projects. There is no longer a problem, as reported in the last inspection report, with the distribution of water and unhygienic toilets. Outdoor facilities, such as the play areas and field, are good, although the covered outdoors play area for children under five-year-old is inadequate for them to fully undertake the physical and creative elements of their curriculum.

98. Overall, resources are satisfactory, with those for English, information technology, geography, history and physical education being good. With the exception of outdoor equipment, resources for children under five years old are good. The school makes good use of community resources to support the teaching of the curriculum, such as carrying out traffic surveys in the village, investigating local graveyards for historical projects and country walks for geography topics. Both the quality and range of library books are good.

108. The efficiency of the school

99. Overall the school's efficiency is very good. The allocation of the budget is closely linked to educational priorities, supported by efficient systems and prudent planning.

100. The school plans very carefully and thoughtfully for the future. Key governors have high levels of financial expertise and experience, and are closely involved with researching and planning longer-term strategy, and with monitoring ongoing expenditure. Staff are fully involved, and their views are actively sought. Subject co-ordinators work with the headteacher to prepare draft budgets and the school development plan contains criteria by which to judge the success of spending decisions, as well as defining individual responsibilities and dates for achievement of targets. All budget decisions are analysed to ensure that they are designed to improve pupils' attainment, and the budget is driven by the school improvement plan that also has as its basis the same premise. The school's very good financial planning is an improvement since the last inspection report.

101. All funds received for specific purposes, such as funds to support pupils for whom English is a second language, are efficiently managed and used. The special needs governor endeavours to secure further funding for pupil support. Resources are well used and the Parent Teacher Association has contributed financially to the school's continuing good standard of provision for pupils with special educational needs.

102.The school operates on a very tight budget, but through competent financial planning and strategic management, it does so very effectively. Finance staff are competent, conscientious and efficient, and there are very good internal systems for the safety of funds, and the checking and balancing of day to day transactions. Ongoing expenditure is carefully monitored, and spending patterns are suitably explored. The school also seeks to obtain good value for money when making purchases of supplies and equipment or employing services. The school has dealt appropriately with the few items identified for improvement in the most recent auditor's report.

103.The use of staff, both teaching and non-teaching is unsatisfactory, and constitutes a deterioration since the time of the last inspection report. This is partly the result of an inadequate number of specialist support staff to meet the needs of pupils who have special educational needs. Such needs are well met through the skill and experience of teachers, but this is an inefficient use of teachers and detracts from the time they could be supporting other pupils. The balance between the time teachers spend in these two activities is dictated by the lack of specialist support staff, and is not correct. Inefficient use is also made of all support staff during some teaching sessions, such as the whole class teaching time at the beginning of literacy hours. On numerous occasions during the inspection, support staff were seen entirely inactive for long periods of time, and this is an inefficient use of their time.

104.Administrative staff ensure that the school runs smoothly and that their activities are supportive to teachers and unobtrusive. All available space is used effectively. The school grounds are used well, and give pupils a variety of activities to enhance the quality of play. Learning resources are used very efficiently, this being an improvement from the satisfactory use of resources at the time of the last inspection report.

105.Pupils' attainment on entry is average. The quality of teaching is good overall, with many examples of very good teaching. In consequence, pupils make good progress as they move through the school. The pupils also have very good attitudes to their work and most behave very well. The school uses its resources well. The unit cost per pupil is well below the national average for similar schools. Bearing all these factors in mind, the school provides good value for money, which is an improvement since the time of the last inspection.

115. **PART B: CURRICULUM AREAS AND SUBJECTS**

115. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

106.Children under five are educated in one of two classes alongside pupils who are a year older. Although in mixed age classes they now receive a curriculum that is based on the desired areas of learning for children under five. This is an improvement since the last inspection. The educational provision for children under five is now good.

107.Prior to entering the school most children have attended private nurseries or playgroups. A small number have attended nurseries provided by the Local Education Authority. Children born before the end of April enter the reception class in September the remainder enters in January. Attainment on entry to the reception class is in line with that expected nationally of four-year-olds. A caring ethos has been established which makes the children feel safe and secure. The children receive an appropriate curriculum that prepares them well for the National Curriculum.

117. ***Language and literacy***

108.Good emphasis is placed on the programme for language and literacy and children of all abilities make good progress with the majority achieving the desired levels by the age of five. This is an improvement since the last inspection. Most children successfully engage in conversations with each other and with a range of adults. Their listening skills are good; they listen to stories rhymes and poems and answer questions about what they have heard. For example, after listening to the story of Guy Fawkes they say why he was caught. Almost all children follow simple instructions and take messages. They make a good start to early reading. By the age of five, children read simple words. They enjoy looking at books and are able to retell favourite stories. Most write their own name. A number of children form letters correctly and higher attaining children have some knowledge of phonic sounds of letters. A number of higher attaining children record their thoughts and ideas using pictures and familiar words.

109.The teaching of language and literacy is very good. Both members of staff are very confident in extending the children's skills of speaking and listening and giving children every opportunity to use and practice their writing skills. Staff plan specific teaching sessions with children to develop their skills of discussion and early reading. They use a good range of activities to good advantage helping children to explore the meaning of new words and play games to recognise letter sounds. Attractive, well-labelled displays encourage children to read new words and support their learning.

119. ***Mathematics***

110.In the area of mathematical development, children make good progress in their understanding of number. By the age of five, a number of pupils sequence numbers to ten and some form the numbers correctly on paper or in sand. A good number name simple two-dimensional shapes such as triangle and square. Most create mathematical patterns and many understand a range of mathematical words. Most are familiar with a range of number songs and rhymes. The programme children follow gives suitable priority to number.

111.The teaching of mathematics is very good. Teaching is now effective and an

appropriate curriculum has been introduced since the last inspection. Teachers take good advantage of everyday situations to help the children learn to count and to take part in mental agility exercises. Number rhymes and songs are used whenever possible. Teachers provide a good range of directed activities to help the children learn to count and recognise mathematical shapes. For example, when describing the shape of a bonfire. During physical activity they use positional words such as “over” and “under” to extend the children’s mathematical vocabulary.

Planned problem solving activities enables children to understand how mathematics works in everyday life.

121. ***Personal and social development***

112.Children make good progress in their personal and social development. They adapt well to school and are eager to explore the activities and experiences set out for them. Most are familiar with classroom routines. Children are very well behaved and concentrate for surprising lengths of time. Almost all co-operate with each other, take turns and are beginning to consider the feelings of others. They understand that each of them has a special possession such as a toy and know that special possessions should be respected. By the age of five, almost all children are confident when speaking to adults and share their ideas with the whole group, particularly when discussing items of news or working with Big Books. The majority are beginning to understand about a range of festivals by celebrating occasions such as Diwali and listening to visitors talk about Christian baptism and Muslim baby naming ceremonies.

113.The teaching of personal and social development is very good and children of all abilities make good progress. Teachers know the children very well and have a great sensitivity to their personal and social needs, particularly children who have special educational needs. Both teachers provide good role models and relationships are very good. Teachers have high expectations of the children's behaviour. Rules are carefully explained making sure the children understand and staff are consistent in their approach. The frequent use of praise and encouragement builds the children's confidence and self esteem. Children of all abilities are encouraged to develop initiative and independence by making choices, assisting adults in activities and sharing resources.

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

114.The overall progress in the programme for knowledge and understanding of the world is good. Children discuss their babyhood confidently and many recognise how they have changed. They know the names of parts of their body and are aware of their senses. Most are developing an awareness of the passage of time. By the age of five, most children are familiar with their locality through following a range of trails around the village. They successfully increase their knowledge of the world beyond through the adventures of Barnaby Bear and his travels around the world. Most have an awareness of the needs of living things through a visit to the zoo and activities such as Pets' Day. Children of all abilities make at least sound progress in information technology, extending their keyboard skills and using a "mouse" successfully with minimum adult support.

115.The teaching of knowledge and understanding of the world is good overall. Children make sound progress. Their progress in the historical and geographical elements is greater than in scientific and technological elements. By the age of five the majority of children achieve the desired levels expected of children of their age. Staff plan many activities that encourage children to be curious and to take an interest in the world around them. Whilst children are given good opportunities to use the computer they have few opportunities to use and investigate other battery operated toys.

125. ***Creative development***

116. Children enjoy their artistic and musical activities and make good progress in this area. They respond well to music and maintain a rhythm by clapping, tapping and using percussion instruments. Most are familiar with a good range of familiar songs and rhymes and sing them from memory. All explore colour and paint regularly. Many mix their own colours as they work. By the age of five, children work with a variety of media and experiment with texture, shape, form and space. Displays show that children produce well formed representations, printed shapes and paintings. Almost all readily participate in imaginative play

117.The teaching of creative development is good. Teachers encourage children as they work and celebrate their achievements through attractive displays. Teachers provide good range of materials and tools for children to develop their skills and ensure all resources are easily accessible. Good opportunities are provided for role-play, for example, the Estate Agency and through acting out stories.

127. *Physical development*

118.The children's progress in physical development is good. Children use large and small equipment well, and under suitable adult supervision take responsibility for selecting and replacing much of the equipment they require. By the age of five children hop, jump, balance, run and climb with confidence. Many demonstrate they can handle small items with good levels of precision as when shredding lettuce and slicing tomatoes when preparing a snack. The pupils' physical development in using wheeled toys is limited by the lack of a suitable outdoor play area.

119.The quality of teaching is good, and children make good progress to achieve the expected standards by the age of five. Teachers make good use of the equipment and provide a good variety of activities. They support children who lack confidence in their abilities well, to improve their confidence. Whilst teaching is good overall, the use of a commercial music programme restricts the imagination and initiative of the teachers.

129. *Factors influencing achievement*

120.Teachers have a very good knowledge of the curriculum for children under five. They strive hard to provide suitable activities to stimulate and challenge the children. This is an improvement since the last inspection. Activities are planned carefully to match the children's interest and ability and are suitable for each age group in their classes. Planning is detailed, however, whilst medium term plans make reference to the desired areas of learning, weekly plans are referenced to the National Curriculum. The achievement of all children is recorded on a regular basis and compared to their ability on entry. Relationships between staff and children are very good; this has a positive impact on their learning.

130. ENGLISH, MATHEMATICS AND SCIENCE

130. English

121.Attainment on entry to the school is in line with that expected nationally of five-year-olds.

122.Pupils at Key Stage 1 make good progress overall in English. Progress in reading is sound. It is good in handwriting and in speaking and listening. Pupils in Year 2 make very good progress in writing for a range of purposes.

123.Results of national tests for Key Stage 1 show that attainment in reading is in line with that expected nationally of seven-year-olds. Attainment in writing is above that expected nationally, with a good number of pupils performing above the national average. Pupils' performance in reading is average when compared to national and when compared to pupils from similar backgrounds. Pupils' performance in writing is above the national average and above that of pupils from similar backgrounds.

Attainment in English at Key Stage 1 has shown an overall increase over the past three years.

124. Although still satisfactory, the rate of progress slows for pupils in Year 3 as a result of having too few opportunities to use their acquired writing skills both in English and in other subjects. As pupils progress through Key Stage 2 their rate of progress increases significantly, with pupils making very good progress by the end of the key stage.

125. Results of the 1999 national Key Stage 2 tests show that attainment in English is well above that expected nationally of eleven year olds, with a significant number of pupils working at levels above those expected. Pupils' performance is well above the national average and well above that of pupils from similar backgrounds. Performance has shown an overall increase over the past three years, with a significant increase over the past year.

126. Pupils with special educational needs make good progress against prior attainment and against targets set out in their individual education plans. This is as a result of receiving work that they find interesting and which is carefully matched to their individual need. Pupils with English as an additional language make good progress as a result of the careful explanation of new vocabulary by all teachers. Higher attaining pupils make at least good and often very good progress. They receive work, which is challenging and enables them to further develop their skills at a suitable rate.

127. Pupils at both key stages make good progress in speaking and listening. Throughout the school pupils extend their vocabulary and become confident speakers. Younger pupils listen intently to their teachers and answer questions confidently. The majority make sensible contributions to discussions and listen carefully to other pupils' ideas. By the time they leave school, most pupils are confident and articulate. They engage adults in conversations and express their opinions succinctly. Pupils in Year 6 used their speaking and listening skills particularly effectively in religious education when interviewing a curate about her work and her beliefs. In addition to asking well thought out searching questions, the majority of pupils responded to the curate's answers by asking supplementary questions. Pupils of all ages use their listening skills to good effect when listening to music and when listening to instructions in physical education.

128. Progress in reading is satisfactory at Key Stage 1. Pupils develop a good range of strategies for learning to read new words. Almost all can indicate the title and author of a book and a good number predict what will happen next in their story. They read a good range of fiction and non-fiction books and express their preference for the type of books they enjoy. Pupils at Key Stage 2 make good progress and continue to develop their reading strategies. By the time they reach the end of the key stage, almost all are confident fluent readers. A good number have developed a love of literature as the result of the enthusiasm of their teachers. Pupils at both key stages use their reading skills effectively in other subjects, as when reading worksheets and text books and researching information.

129. Progress in writing is good at both key stages. By the end of Key Stage 1, most pupils write grammatically correct sentences using simple punctuation. A good number

use a range of adjectives to make their writing more interesting. Almost all write for different purposes, writing stories, book reports and newspaper headlines. They compose poems and create good quality class anthologies. Pupils at the end of Key Stage 2 write for a very wide range of purposes across all subjects. They write interesting factual accounts of life in different historical periods, draw up lists of instructions in subjects such as science and design technology and describe their feelings in detail in religious education and in personal, social and health education. They are imaginative in their writing and make good use of their wide vocabulary to make their writing more interesting. Pupils write increasingly complex grammatically correct sentences. Spelling is accurate and paragraphs are used appropriately. Almost all pupils make good progress in drafting and refining their work, some using information technology as part of the process. This is an improvement since the last inspection.

130. Whilst pupils at both key stages make good progress in handwriting in their English books, not all pupils use their best cursive script when writing in other subjects.

131. Pupils of all ages and abilities have a positive attitude to English. All are well behaved and enjoy their lessons. Younger pupils particularly enjoy "Big Book" work. Almost all are eager to join in discussions and demonstrate their knowledge. Opportunities to work together and to develop personal study are used well. Relationships are very good and pupils respect each other and value each other's opinions.

132. The quality of teaching ranges from satisfactory to very good at both key stages, and is good overall. Teachers are very confident in their subject knowledge and of the Literacy Strategy. All teachers make great efforts to use the pupils' literacy and speaking and listening skills in other subjects. For example, when reading worksheets about tourism in geography, when researching information regarding the Tudors in history and when listening to instructions in science and physical education. Lessons are planned diligently and teachers provide work that matches the age and interest of the pupils and is challenging. New vocabulary is carefully explained and reinforced and great efforts are made to ensure pupils with special educational needs and those with English as an additional language understand their work. All teachers use additional English lessons effectively to reinforce and extend work undertaken in the Literacy Hour. Whilst book resources are used well to develop the pupils' skills. However, support assistants are not used effectively during the whole class part of the Literacy Hour. Assessment alongside pupils is good and all lessons end with a good review of the learning that has taken place. Although all books are marked regularly and work is suitably praised, not all teachers comment as to how pupils might improve their work. The use of homework is satisfactory. Pupils read to their parents and learn spelling. Older pupils consolidate and extend work undertaken in the lesson. Teaching is less effective when pupils are not encouraged to use their best cursive script when writing in other subjects and when teachers do not use a good writing model when using the chalkboard. Where teaching is particularly effective, lessons are conducted with a sense of urgency and the teacher's love of literature motivates the pupils, for example, in the study of Macbeth.

133. The co-ordination of English is very good. A new co-ordinator has been appointed since the previous inspection. The co-ordinator is extremely conscientious and works hard to support her colleagues and develop the subject. She has provided good professional development for teaching and support staff, raising their confidence particularly in the introduction of the Literacy Strategy. Her close liaison with the senior management team and nominated governor has ensured the subject has a very high profile. There is now a suitable policy and the scheme of work is clearly referenced to the National Curriculum and to the Literacy Strategy. This is an improvement since the last inspection. The monitoring of classroom practice by the co-ordinator and head teacher has contributed to raising standards and has been greatly appreciated by staff. Whilst the targets set for the whole school have been surpassed, they were challenging at the time of setting. The school undertakes a battery of standardised tests to assess the pupils' achievements. However, these are not always taken into account when planning further work. The co-ordinator has begun to collate the results of national tests and recognises the need to analyse and use the outcomes when setting further targets. Resources for the teaching of English are good. The co-ordinator has invested a great deal of time in reorganising the library area, providing attractive displays and developing pupils' literacy skills through initiatives such as World Book Day and

National Poetry Day. The development of the library has had a positive impact on the improvement in pupils' information retrieval skills. The teaching of English is very well supported by key vocabulary being prominently displayed in all classrooms and by high quality, well illustrated displays which celebrate pupils' achievements and act as an inspiration for learning.

134. The teaching of English makes a very good contribution to the pupils' cultural development through the introduction to a wide range of traditional and modern authors and poets.

144. **Mathematics**

135. By the end of Key Stage 1, pupils' attainment in mathematics as reported in the 1999 national assessment tests was above the national average. The attainment of pupils by the end of Key Stage 2 was also above the national average. When compared with similar schools, pupils' attainment is above average at both key stages. Comparative standards have remained unchanged since 1998. This indicates an improvement in attainment at both key stages since the last inspection.

136. At Key Stage 1, pupils develop good mental strategies and confidently apply them when solving problems involving numbers and measures. They quickly recognise number patterns and understand terms such as order, double, total, more and less than. They know and understand terms such as o'clock, half past and quarter past, when telling the time. Pupils recognise and correctly name two-dimensional shapes and confidently use terms such as corner, side, straight and curved to describe the properties of shapes. They correctly count and use coins to the value of a pound. Pupils know how to tally and they produce neat and clearly labelled block and picture graphs from data they have collected about their shoe size and forms of transport used to travel to school.

137. By the end of Key Stage 2, pupils have well-developed mental strategies which they use with confidence, accuracy and speed when ordering numbers up to a million, devising ways to measure reflex angles and mentally subtracting and rounding numbers to a thousand. They correctly convert fractions to decimals and mixed numbers to improper fractions. Pupils understand the concept of inverse operations such as multiply and divide, factor and multiple. They understand line symmetry and correctly describe types of triangles such as isosceles and scalene. They also correctly use appropriate vocabulary such as face, edge and vertices when describing the properties of three-dimensional shapes including pyramid, cylinder and cube. Pupils confidently use protractors to measure angles with a significant degree of accuracy, having made very good estimates beforehand. Pupils fully understand the concept of chance and correctly position outcomes on a probability line. Pupils made good use of software programs to produce sophisticated symmetrical patterns and shapes, test their knowledge of number and geometrical facts and collate and interpret data on characteristics of different creatures.

138. Pupils, including those with special educational needs make good progress overall. They become more confident in their use of mental skills and develop more sophisticated methods of calculating and recording as they move up the school. They

develop their ability to question methods and results and to interpret questions and information. Pupils develop secure knowledge of number, including place value, decimals and fractions. Their knowledge and understanding of shape, space and measurements develops well. The development of pupils' ability to use information technology to collate, represent and interpret data such as test results is good.

139. Pupils' attitudes to mathematics are good overall and sometimes very good. They listen attentively and are very willing to learn. Pupils approach tasks with enthusiasm and consistently work hard, both as individuals and within groups. The degree of co-operation between pupils is high. They listen to the ideas of others and are very appreciative of each other's efforts and contributions. They enjoy discussions and challenges and most pupils are very keen to participate in all activities. Pupils take pride in their work, which is always well presented.

140. The quality of teaching is good overall and sometimes very good. Teachers have a good knowledge of the subject and their enthusiastic approach produces a very positive learning environment for their pupils. Throughout lessons, teachers give clear instructions and teach at a good pace, providing stimulating, appropriate tasks and activities that match their pupils' abilities. The daily mathematics lessons are always well structured, providing a good balance between the introduction of new concepts and opportunities for pupils to consolidate their knowledge and understanding. Lessons always end with useful recap sessions that are used by teachers to confirm pupils' understanding of the concepts they have been taught. Lessons are well planned, incorporating teachers' high expectations of achievement and presentation. The setting of appropriate homework regularly reinforces work covered in lessons.

141. The acting co-ordinator is very enthusiastic and determined to raise standards of achievement throughout the school, having successfully introduced the Numeracy Hour and having maintained a good standard of attainment over the two years. Plans are in place to use analysis of test results to focus teaching and learning on specific areas such as pupils' mental skills. Plans are also in place to examine the continuity of work between Key Stages 1 and 2 to ensure that pupils continue to be appropriately challenged as they move up the school. Extra materials have been prepared to supplement the commercial mathematics scheme and new, appropriate software has been purchased, some of which is to enable teachers to assess their pupils' abilities quickly and accurately. A consistent form of assessment is being developed and is a focus for next term. Annual reports reflect pupils' attitudes towards mathematics but lack details concerning their strengths and difficulties in each area of the mathematics curriculum.

142. The quality and quantity of resources are satisfactory and are reviewed regularly to ensure they meet pupils' needs. Production and purchase of additional software has provided pupils with new opportunities to develop their knowledge and skills. Where appropriate, good opportunities are taken for cross-curricular learning, for example, the production of bar charts illustrating pulse rates in the topic on Healthy Living and the use of compass reading skills when using an investigative program used while studying The Victorians. The subject makes a good contribution to the pupils' spiritual, moral personal and cultural development, through cross-curricular links to history and art.

152. Science

143.The 1999 teacher assessments show that at Key Stage 1, pupils' overall attainment was close to the national average. The number of pupils who reach higher than expected standards for seven-year-olds is below the national average. Overall, standards are similar to those reported at the last inspection. At the end of Key Stage 2, National Curriculum Tests show that the number of pupils reaching national standards was well below the national average, with very few pupils achieving higher levels. This indicates a decline in standards since the last inspection.

144.Inspection evidence indicates that for current pupils at the end of both key stages, the numbers attaining national standards are broadly average. The well below average attainment indicated in the average test scores is not reflected in lessons observed, work scrutinised or conversations with pupils; standards are beginning to rise because of improved planning, which details specific knowledge, understanding or skills to be learned. Teachers' good subject knowledge and challenging approach actively motivates pupils to develop and improve their own knowledge and skills.

145.By the end of Key Stage 1, pupils successfully investigate differences in each other's height and weight and make sensible comparisons. They describe their findings and record them on charts and graphs. Pupils know that living things such as humans, insects and plants change as they grow and correctly name animal and plant parts. Pupils understand the importance of keeping healthy and accurately list requirements for plant growth. They correctly name the five senses and demonstrate their appreciation of the importance of each one, for example, when investigating the difficulty in finding each other in the classroom when blindfolded and discussing how they would cope at home in a power cut. Pupils correctly identify materials found in nature or used to make things, such as wood, glass, steel, paper and plastic and confidently separate them into living or non-living categories. Pupils also correctly match living things to their habitats, for example, field, woods or pond. Pupils understand simple electric circuits and how they work. They use this knowledge to correctly explain how the classroom lighting works. They appreciate the fact that sound becomes louder as the source is approached.

146.By the end of Key Stage 2, pupils confidently explain the method and equipment required to produce a fair test investigating separating out a variety of substances dissolved in water. They make sensible predictions and correctly fulfil instructions for carrying out experiments and recording results. They demonstrate a good range of scientific terminology, including filtration, solution, conditions, observation and control. Pupils understand the functions of plant parts such as food, support and protection and correctly identify stages in plant life cycles. Pupils know that living things need a variety of food types, such as minerals and proteins in order to sustain healthy life and they know the functions of the skeleton and how they are performed. Pupils understand the properties of solids and liquids and appreciate that different types of paper demonstrate different degrees of absorbency when compared in a fair test.

147.Key Stage 1 pupils including pupils with special educational needs, make satisfactory progress. They learn how to correctly label pictures and diagrams and write sensible responses to challenging questions such as what do animals and pets need in

order to live healthy lives. They become more aware of ways in which they should look after themselves, for example eating sensibly and regularly cleaning their teeth. Pupils gain a greater understanding of the importance of their senses and explain more clearly what life would be like without them.

148. Most Key Stage 2 pupils make satisfactory progress. Their predictions become more accurate and they understand how factors such as quantity and time affect fair testing. Pupils' ability to accurately record results and reach correct conclusions increases as they move through the school. They develop a greater understanding of life cycles and the importance of reproduction. They broaden their scientific vocabulary, learning to correctly use terms such as conductor, insulator, comparison, control, observation and nutrients. The progress of pupils in Year 3 is slower than other years in Key Stage 2, due to insufficient challenge in their work.

149. Pupils' attitude to science is good. They show great interest in their lessons and take pride in their work. All pupils demonstrate a keen awareness of the world around them and a desire to increase their knowledge and understanding of how things work and behave. They work together well, both in group and whole class activities, listening carefully to teachers and to each other, respecting each other's point of view.

150. The quality of teaching is good at both key stages. Teachers have good subject knowledge enabling them to challenge pupils at appropriate levels. Most lessons are well planned and are taught at a brisk pace. Most teachers provide a good variety of activities that are well organised, challenging and interesting, enabling pupils to increase their knowledge and understanding. Good questioning techniques focus pupils' thoughts and ideas well and encourage them to develop their skills and increase their confidence. The high standard of display reflects teachers' expectations regarding pupils' presentation of their work and pupils respond positively to this challenge. Teachers set appropriate homework to extend and consolidate learning. In Year 3 the science lesson observed was unsatisfactory due to a lack of challenge. Many of the pupils knew the work being undertaken, which was appropriate for pupils in Year 2.

151. The science curriculum meets statutory requirements. Adjustments have been made to the scheme of work to avoid overlap and to ensure all areas are covered. Monitoring of coverage is not currently taking place but is planned to begin in the near future. Individual teachers record their pupils' achievements but a consistent approach to assessment is yet to be developed. The co-ordinator is very conscientious and has worked hard to support the staff during the introduction of the new scheme. Analysis of standardised test results is planned, enabling the school to focus on areas of the curriculum in which pupils' performances are below average.

152. The quality and quantity of resources are satisfactory. The co-ordinator is currently re-organising all the resources to enable teachers to more easily and effectively deliver each topic within the curriculum. The school is working hard to improve the standards of attainment achieved in this subject. The subject makes a good contribution to the pupils' spiritual, moral personal and cultural development through the introduction of historic facts concerning scientific developments.

162. OTHER SUBJECTS OR COURSES

162. Information technology

153. Pupils' attainment in information technology is in line with national expectations at the end of both key stages. This indicates that standards have been maintained during the period since the last inspection.

154. By the end of Key Stage 1, most pupils have operating skills that are average for their age. They correctly use the keyboard and mouse. They successfully word-process simple sentences and poems, experimenting with different fonts and using capital letters and full stops correctly. Pupils know how to space words and position print and pictures on the page. They also know how to print out their work. Pupils competently program directions into a programmable toy in order to make it move and accurately record the route instructions.

155. Pupils in Key Stage 2 continue to develop their skills and extend their knowledge. They successfully take photographs using a digital camera and combine these with texts recounting educational visits to places such as Haddon Hall. Throughout the school there are examples of pupils word-processed written work, including poetry and news bulletins, which utilise different sized fonts, styles and colours. Information technology is well used to support other curriculum areas. For example, in mathematics pupils use computers to test their knowledge and to consolidate their understanding of perimeter, area and tessellation. In history, pupils successfully use a program to investigate life in Victorian times. Pupils are given opportunities to record music on tape.

156. Throughout the school, pupils make sound progress in using equipment and in understanding its uses. Pupils learn new skills quickly and most pupils, including those with special educational needs increase their confidence and ability to explain the function and purpose of programs, icons and keys. They become more skilful in their use of control technology, word processing and modelling in which they have regular experiences.

157. Pupils respond well to information technology. They treat all equipment with care and consideration. Pupils are able to work well, both independently and co-operatively and with sustained concentration. They listen attentively to explanations and read instructions carefully. Pupils ask sensible questions and confidently display their knowledge and skills. They work patiently and persevere until satisfied with an outcome or piece of work.

158. The teaching of information technology is good, overall. In most lessons observed, teachers were confident with information technology. This is attributable to the significant support provided by the co-ordinator. Lessons have clear aims and the activities are appropriate to the age and experience of the pupils. Access to the computers is well managed to ensure that all pupils including those with special educational needs have a chance to develop their skills. Teachers work hard to familiarise themselves with new programs and endeavour to make use of technology, whenever appropriate, in other areas of the curriculum.

159.The policy and scheme of work provides very useful support for teachers, support staff and voluntary helpers. Plans are in place for the new information technology suite to be networked and on the Internet. It is in regular use by the whole school and effectively supports the curriculum.

160.The co-ordinator is very enthusiastic, competent and hard working. Regular informal training sessions are provided for teachers in order to familiarise them with new hardware and software. The co-ordinator keeps himself well informed regarding new software and has himself produced many, useful programs which he has introduced into the school and across the local authority. He advises staff as to the availability and use of software relevant to other areas of the curriculum. The school is continually updating its hardware and has also recently purchased a more sophisticated recorder. Parent helpers who work with pupils using computers regularly support teachers. The school has developed well since the last inspection. The subject makes a good contribution to the pupils' spiritual, moral personal and cultural development, through the cross-curricular use of information technology skills.

170. **Religious education**

161.Standards in religious education are above those identified in the Derbyshire Agreed Syllabus at the end of both key stages. The significant improvement at Key Stage 2 has been brought about by the provision of an improved scheme of work, increased teacher confidence and enthusiasm, the contribution of personal, social and health education and the ethos of the school.

162.All pupils, including those with special educational needs and those with English as an additional language, make at least good progress in their knowledge and awareness of Christianity and other major world faiths. Pupils at Key Stage 2 make very good progress in their readiness to listen to the beliefs of others and treat them with respect.

163.Pupils at Key Stage 1 recognise that special times and special days are celebrated in life and in religion. They talk confidently about birthdays, Christmas and Easter and are aware of festivals of other faiths such as Hanukkah and Diwali. Pupils recall the visit by a vicar to talk to them about baptism and higher attaining pupils understand the significance of the occasion. When discussing an attractive wall display, which they have made, pupils sequence the story of the Creation.

164.Throughout Key Stage 2 pupils continue to make good progress in their knowledge of festivals of the major faiths by comparing harvest celebrations. They know all religions have special books and worship in special places. Through their study of Christianity they are aware of the significance of stained glass and symbols such as the fish and the cross. Higher attaining pupils are aware of the differing accounts of the nativity in the gospels.

165.Pupils are now far more interested in their religious education lessons, particularly at Key Stage 2. All ages are extremely well behaved. During discussions they listen intently to their teachers and to the opinions of others and make sensible contributions to discussions. Younger pupils talk enthusiastically about visiting speakers and vividly

remember the visit by the Muslim mother to talk about her baby's naming ceremony. The response of older pupils was excellent during a visit from a curate. All demonstrated a very mature attitude. They worked well together to formulate questions, waited patiently for their turn and were enthralled by the honesty and breadth of her responses. Pupils who modelled the vestments showed great reverence for the garments and treated them with the utmost respect.

166.The quality of teaching ranges from good to very good at Key Stage 1, being very good overall. Teaching at Key Stage 2 ranges from good to excellent being very good overall. This is a significant improvement since the last inspection, particularly at Key Stage 2. Teachers are now far more confident in their subject knowledge. They encourage pupils to think deeply about their own feelings and beliefs and to have a great respect for the feelings of others. For example, younger pupils discussing their special possessions are encouraged to respect those of others. Teachers are no longer afraid to share their thoughts and experiences and the majority provide good periods of quiet for pupils to reflect on the discussion and think about their own point of view. Whilst planning is good overall, insufficient regard is given to how the pupils' knowledge and understanding is to be assessed. All lessons begin with a good introduction and great emphasis is paid to extending the pupils literacy, and speaking and listening skills. Key vocabulary such as "Christingle", "menorah" and "festival" is introduced in written form and is carefully explained. Pupils are actively encouraged to use the new words in their discussion. Very good use is made of resources. Plans are in place for teachers to make the subject even more interesting for pupils by giving them practical experiences such as making divas to celebrate Diwali and building a sukkah to celebrate the Jewish harvest festival of Succoth. In lessons where teaching is very good or excellent, teachers treat their pupils with the greatest respect, have very high expectations of the pupils' responses and key teaching points are constantly emphasised. Skilful questioning is used to ascertain the pupils' understanding and to further their knowledge. Where teaching is less effective pupils' work is assessed only through discussion and observation with little recording of their achievement. Pupils with special educational needs and those who lack confidence to voice their opinion are given good opportunities to work with confident pupils to enable them to develop their skills. Relationships are very good and teachers provide good role models. All value the opinions of the pupils.

167.Co-ordination of the subject is good. Although the co-ordinator has only been in post for a few weeks she has a clear overview of the subject and has plans for its development, including revising the scheme of work. She has already compiled and planned collective worship to support the teaching of religious education. There has been no monitoring of teaching and learning. Resources for the teaching of religious education are satisfactory, and very good use is made of outside speakers to enrich the provision.

168.Religious education is now given higher priority than at the time of the previous inspection. The subject makes an excellent contribution to the pupils' spiritual, moral personal and cultural development.

178. **Art**

169.Pupils' attainment in art was described in the previous report as being in line with national expectations. The finding from this inspection indicate that pupils are now working at levels above those expected for their ages and making good progress in art throughout the school. This is a good improvement. Pupils use art effectively in their work to support many subjects of the curriculum.

170.At Key Stage 1, pupils develop well, a range of co-ordination skills such as cutting,

pasting, tearing and flicking. They learn to correctly use pencils, paintbrushes, pastels and chalk. Pupils work carefully and skilfully, mixing colours and producing different shades and textures. Their printing techniques using a variety of vegetables are well developed. They confidently choose appropriate materials and colours when making models, such as a bonfire for a firework display and quickly recall the concept of silhouette when discussing figures to be added to the display.

171. At Key Stage 2, pupils continue to develop their skills and knowledge. They study artists such as Monet and Lowry and a local artist, Joseph Wright and successfully capture their styles in their own work. Pupils also learn about Greek architecture and techniques used to produce Greek pottery. Pupils produce detailed sketches and effective watercolours, when copying photographs of animal and plant life. They use pencils and brushes skilfully and produce work of a good standard. Using a wide variety of materials such as paper, wool and card, pupils have made large collages of characters and artefacts representing periods through history, which are effectively displayed in the hall. Topic displays throughout the school include examples of art work of a good standard for example, a self portrait gallery incorporated into a topic about Myself, detailed sketches of plant life and an eye-catching display illustrating the uses of water.

172. Most pupils throughout the school make good progress. Pupils learn to use a wide range of tools and materials effectively, make closer observations and to concentrate for longer periods of time. As pupils move through the school, they develop a good sense of perspective and use line and form well in their artwork. They learn to appreciate the importance of experimenting with different techniques and become confident in amending and evaluating their work. Pupils with special educational needs make good progress and learn to work independently.

173. Pupils enjoy art. This is evident through direct observations and the attractive display of pupils' work. At both key stages, pupils demonstrate a positive attitude towards art. They behave well in lessons and are eager to begin the activities introduced by the teacher. They show good levels of concentration and take great pride in their work.

174. The teaching of art is good. Teachers plan well prepared, structured lessons, which are appropriately matched to pupils' levels of ability. Teachers have a clear knowledge and understanding of art. They promote pupils' self-esteem through very attractive mounting and display of their work. Teachers encourage pupils to explore and experiment and gain confidence in their skills by regularly encouraging them and praising their efforts.

175. The co-ordinator has worked hard to ensure that the pupils receive a broad and balanced curriculum and that teachers have adequate resources to deliver this curriculum. At present there is no formal assessment but teachers keep records of pupils' achievements in art, which are reported to parents. The school enjoys the support of many parents who regularly help in the classrooms and also supply the school with additional resources. There has been a significant improvement in the standard of artwork since the last inspection. The subject makes a good contribution to the pupils' spiritual, moral personal and cultural development.

185. Design and technology

176. Only one design and technology lesson was seen during the course of the inspection. Judgements have been made following a careful scrutiny of pupils' work, teachers' planning and records, displays, and following discussions with pupils and teachers. Whilst design and technology is still taught through topics at Key Stage 1, the

school provides a suitable range of opportunities for pupils to progress. Pupils of all abilities, including those with special educational needs make satisfactory progress.

177. Standards in design and technology continue to be in line with those expected of pupils of this age by the end of both key stages. Pupils at Key Stage 1 have a basic knowledge and understanding of the design process and the need to identify the materials they will require. Younger pupils design and make hats and food for a Teddy Bears' Picnic. They design and print fabric. Most build models using commercial construction kits. By the end of the key stage, pupils use their knowledge of slide and pivot to produce bonfire pictures with moving fireworks. Younger pupils at Key Stage 2 design and make pop-up books for small children. They produce good quality well-illustrated books and describe their work confidently using phrases such as "linkage" and "control mechanisms". As part of their work on the Victorians, older pupils design and make automata. A good number use specialist vocabulary such as "cam" and "prototype" confidently, and higher attaining pupils explain the difference between rotary and linear motion. By the end of the key stage, pupils have a suitable knowledge of the structure of bridges. They recognise and name types of bridges such as "beam", "suspension" and "lattice" and know which materials are suitable for each type of bridge. They design and make a beam bridge using newspaper and wood. Following a test a number realise the bridge could be made stronger by rolling the newspaper. Pupils in Year 6 use their skills of straw plaiting to good effect when making corn dollies to decorate their work on the harvest.

178. Pupils enjoy their design and technology lessons. They have a positive attitude and are eager to experiment and use their imagination to complete the set tasks. They talk enthusiastically about the work they have done and understand the need to evaluate their work in order to improve their design. All are aware of the need to take care when using tools.

179. The quality of teaching in the lesson seen was sound. The topic was imaginative and quickly motivated the pupils. All teachers plan their work carefully and are now confident in teaching the subject. The differing needs and abilities of pupils are clearly identified. However, there is not always a clear focus on the skills to be developed. In the work displayed there is evidence of the systematic teaching of skills. Suitable regard is paid to health and safety.

180. The co-ordination of the subject is satisfactory. Staff are given appropriate help and guidance to support the delivery of their lessons. The introduction of a new scheme of work has resulted in increased staff confidence and progression in the knowledge and skills the pupils will acquire. This is an improvement since the last inspection. Whilst teachers assess the work alongside the pupils, there is no record of the skills the pupils have acquired. Resources are satisfactory. Attractive displays around the school celebrate achievement and support learning. The subject makes a good contribution to the pupils' spiritual, moral personal and cultural development, through the choice of topics and projects.

190. **Geography**

181. Only one geography lesson was seen during the course of the inspection, and

judgements have been made following a careful scrutiny of pupils' work and teachers' planning, from displays and photographs, and from discussions with pupils and teachers.

182. Standards in geography are above those expected of pupils at the end of both key stages. Pupils of all abilities, including those with special educational needs, make good progress in both their geographical knowledge and their acquisition of geographical skills. This is a good improvement since the last inspection, particularly at Key Stage 2.

183. By the end of Key Stage 1, pupils have a good awareness of their locality. Through geographical trails in the area they identify features such as zebra crossings, churches and a petrol station and using photographs locate them on a map on their return to school. When discussing a plan of the school, pupils identify different rooms and give accurate directions, for example from the hall to the library. Pupils in the class which will be moving to newly built accommodation in the next few weeks draw detailed plans of the lay out of their new room, giving good reasons for the siting of furniture and facilities. Pupils are gaining a good understanding of the world beyond through the adventures of Barnaby Bear as he accompanies families on their travels.

184. Pupils at Key Stage 2 understand the water cycle and know the importance of water to industry. When discussing manufacturing they understand terms such as “input” and “output” and show a good understanding of the effects of industry on the environment. By the end of the key stage, pupils studying mountainous areas locate regions such as the Alps, the Andes and the Himalayas on a world map. Higher attaining pupils name mountains in each of the regions. All pupils have a good understanding of the features of mountainous regions and use terms such as “snowline”, “ridges” and “avalanche” when describing the landscape. The majority of pupils have a good understanding of the features of rivers through their comprehensive survey of the River Dove.

185. Throughout the school, most pupils use maps and atlases to locate countries, rivers and other geographical features they have been studying. Pupils use their mathematical skills to good effect when undertaking traffic surveys, when using co-ordinates and when giving directions.

186. Pupils’ attitudes and behaviour are good. They are eager to discuss work they have undertaken and make good contributions about journeys they have undertaken and places they have visited. Most take a pride in their work and discuss the classroom displays with enthusiasm.

187. The quality of teaching in the one lesson seen was sound. Taking the scrutiny of work and discussions with pupils into account, the quality of teaching is judged to be good overall. Teachers are confident in their subject knowledge. Work is carefully planned to match the interest and ability of the pupils. Planning now identifies the learning objective. Good use is made of practical activities to motivate the pupils. However, whilst teachers highlight assessment opportunities in their medium term plans, weekly planning does not identify how the knowledge and skills pupils acquire is to be assessed. All teachers ensure that key vocabulary is understood by all pupils, particularly those who have English as an additional language.

188. The co-ordination of geography is good. The co-ordinator provides good support for her colleagues. She has produced a range of good quality resources to enable them to teach mapping skills to younger pupils. There is a suitable policy and the recently introduced scheme of work ensures progression in the skills the pupils acquire. The co-ordinator has not had the opportunity to monitor the quality of teaching and learning in the classroom. Resources for the teaching of geography are good and very good use is made of the locality for fieldwork. Attractive displays support standards in geography. The subject makes a good contribution to the pupils’ cultural development.

198. **History**

189. Standards in history are above those expected of pupils of this age at the end of both key stages. This is an improvement since the last inspection. All pupils, including those with special educational needs and those with English as a second language make good progress in history. Pupils of all abilities acquire knowledge and develop a sound understanding of the past from books, videos and artefacts. All are developing a satisfactory understanding of the passage of time.

190. By the end of Key Stage 1, pupils are successfully developing a sense of time passing and extending their knowledge of the past effectively. Pupils of all abilities are aware of their family history and know how they have changed from birth. They make comparisons in the clothes they wore then and now and sequence the toys they play with at each age. All are gaining a good understanding of famous people in the past through their study of Guy Fawkes and Alexander Graham Bell. Through their study of local history, they know there was once a blacksmith's forge in the village and that the railway ran through Mickleover. Pupils at Key Stage 2 have a good knowledge of everyday life in Tudor and Victorian times. Following a visit to Haddon Hall they confidently compare everyday life in Tudor times to that of today. Pupils in Year 5 studying the Victorians, accurately describe the use of artefacts such as a clothes dolly and extend their historical knowledge of Victorian toys to their design technology work by designing and making automata. By the end of the key stage, pupils have a good understanding of life in Ancient Greece. They compare the Battles of Thermopolae and Salamis and understand that one was a sea battle and the other was fought on land. Pupils effectively extend their literacy skills through writing "postcards from the Acropolis" and by researching English words with Greek origins such as "poly", "arche" and "photo". Pupils themselves made a very good cross-curricular link. In a mixed age Year 1 and 2 drama lesson, a group of pupils chose to mime the use of Victorian clothes washing equipment, while other pupils successfully guessed what they were doing. Whilst the majority of pupils express their ideas clearly orally, in pictures and in writing, pupils in Year 3 have too few opportunities to record their learning.

191. Pupils enjoy their history lessons. Their attitudes and response to the subject are very good. All settle well to tasks and most work well in groups. For example, pupils in Year 2 when using photographs, make suitable comparisons between kitchens in their grandparents' time to those of today. The majority are interested in historical events and ask relevant questions to answer their curiosity. All handle the artefacts with care and respect.

192. Only a small number of history lessons were seen during the course of the inspection. Although the quality of teaching in lessons seen was sound overall, from a careful scrutiny of pupils' work, teachers' planning and through talking to teachers and pupils, it is evident the quality of teaching is generally good at both key stages. Teachers are very confident in their subject knowledge and endeavour to make lessons interesting for pupils. All staff pay great attention to extending the pupils' literacy skills through emphasising new vocabulary and through the use of source materials to extend their information retrieval skills. Whilst planning is generally detailed few staff indicate how the pupils' achievements will be assessed and recorded. Good use is made of the pupils' observational skills and skills of inquiry in many lessons. Staff use humour effectively to maintain pupils' concentration and most give good opportunities for pupils to work collaboratively to develop their social skills.

193. Co-ordination of the subject is good. The co-ordinator supports her colleagues well, producing good quality resources for each topic area. There is a suitable policy and the scheme of work ensures a logical sequence to the teaching of knowledge and skills. Resources for the teaching of history are good and very good use is made of the locality and of visiting groups such as the Viking Theatre group.

194.The teaching of history makes a very good contribution to the pupils' understanding of their cultural heritage.

204. **Music**

195.Pupils' attainment in music was described in the previous report as being in line with national expectations. The findings from this inspection indicate that pupils are now working at levels above those expected for their ages. All pupils, including those with special educational needs, continue to make the good progress referred to in the last report.

196.From an early age at Key Stage 1 pupils learn to sing tunefully and sensitively, often accurately reflecting the mood of the songs they are singing. They sing clearly and confidently and are developing a good sense of rhythm. Pupils listen attentively to pre-recorded music and each other's performances and readily show appreciation of music they enjoy. All pupils have an opportunity to play a good range of percussion instruments including hand chimes, claves, tambourines and maracas. They confidently use notation to record simple instrumental sequences that they competently play and conduct.

197.Pupils at Key Stage 2 continue to develop a good sense of rhythm and learn to recognise, correctly name and understand the value of formal notation such as quavers, crotchets and rests. They also correctly interpret notation indicating the rhythm of different pieces of music.

198.Pupils accurately read and follow quite complex sequences of notation while holding parts within a piece. Most pupils demonstrate an ability to control their breathing when singing, enabling them to correctly reflect the dynamics and tempo of a song. Pupils hold their parts well, in two parts pieces they are rehearsing for a concert involving several local primary schools. Pupils listen attentively to music written by a number of composers ranging from Saint-Sans to the Beatles. As noted in the previous report, older pupils would benefit from more opportunities for composing and appraising music performed on pitched instruments.

199.All pupils participate in music with enthusiasm and take pride in their ability to perform. Many show sustained perseverance until they are satisfied with their performance. Pupils of all ages are very willing to learn and listen carefully to suggestions and constructive criticism. They work together very co-operatively and treat all resources with great respect. The choir performs at Christmas and Easter and for the local nursing home. Year 6 pupils participated in a concert given by several schools from the Derby local education authority area.

200.The standard of teaching is good at both key stages. Lessons are well planned, lively and enthusiastically led. Pupils are challenged and expected to perform well. They are encouraged to listen carefully and express opinions on each other's performances. Teachers provide appropriate opportunities for pupils to experiment with untuned instruments and to work co-operatively when singing and playing together in small and large groups. Teachers make good use of their own musical talents to promote and encourage pupils' interest in this subject.

201.The curriculum provides very good opportunities for pupils to increase their knowledge and understanding of music and to develop their vocal skills. Opportunities to perform together are varied and many, but the co-ordinator acknowledges the fact that the school needs to enable pupils to experience a wider range of instruments and a greater cultural diversity of musical experiences. While the school has moved forward since the last inspection there remain opportunities for further developing the music curriculum. The subject makes a good contribution to the pupils' spiritual and cultural development.

211. Physical education

202.Standards in physical education are in line with those expected of pupils of their ages at the end of both key stages. Pupils have good opportunities to undertake all the areas of activity required by the National Curriculum. All pupils, including those with special educational needs, make satisfactory progress at both key stages. The pupils' rate of progress is limited by the short lesson times in a number of classes.

203.Younger pupils at Key Stage 1 develop the skills of listening to instructions, taking turns and starting and stopping a movement. The majority demonstrates good awareness of space. As they progress through the key stage, they move in different ways and link movements to perform sequences. Many interpret music well and a number of older pupils use movements effectively to portray party food such as popcorn, jellies and sandwiches. As they progress through the key stage pupils co-operate well in pairs and in small groups throwing small apparatus such as balls and beanbags. By the end of the key stage many have established a good level of co-ordination and control of their movements.

204. By the end of Key Stage 2, most pupils throw and catch the ball accurately. The majority understands the need for rules and demonstrates fair play when taking part in team games. In gymnastics most complete a controlled forward and backward roll and perform a handstand. Most understand the difference between symmetrical and asymmetrical shapes and sequence movements. When taking part in country dancing, pupils follow the instructions carefully promenading, undertaking left and right hand turns and executing the dance as a part of a set.

205. In most physical education lessons, pupils sustain a reasonable level of energetic activity throughout. Pupils are aware of the need for warm up and cool down activities. They understand why they have to change into suitable clothing and the need for safety at all times. Older pupils are aware of the impact of exercise on their bodies.

206. Pupils have a good attitude to all forms of physical education. The majority listens carefully and responds well to instructions. Almost all concentrate well and persevere even when they find activities physically demanding. Behaviour is very good. Pupils work well together they understand the need to play fair and are clear that they have to take turns in some situations. They use equipment sensibly and get the equipment out and return it in a suitable manner.

207. The quality of teaching at Key Stage 1 ranges from satisfactory to very good, being satisfactory overall. The quality of teaching ranges from satisfactory to very good at Key

Stage 2, being predominantly good. The teachers' subject knowledge is sound in all aspects of the subject. A number of staff use commercially produced tapes for their dance lessons. Whilst the majority use these well, some teachers are clearly restricted in the development of the lesson by the rigidity of the tape. Lessons are carefully planned to involve pupils of all abilities with a suitable balance between individual, paired and group work. All staff make best use of the very limited time available. They use the space in the hall effectively. Most teachers change for the lesson, particularly at Key Stage 2 and all are prepared to demonstrate what is required. In lessons where teaching is most effective, there is a sense of urgency and pupils of all abilities are constantly challenged to improve their performance. All teachers use praise and encouragement effectively to increase the confidence of pupils.

208. The role of the co-ordinator is effective; however, she has not been in a position to monitor the subject fully. There is a suitable policy and the scheme of work ensures the progression of skills throughout the school. Resources are good. Whilst the extensive school fields greatly enhance the games and athletics curriculum, the hall is rather small for some of the larger groups for more energetic activities. The physical education programme is enhanced by a good range of after school activities including short tennis, cricket, football and netball. Activities undertaken in physical education make a good contribution to the pupils' moral and personal development.

218. **Swimming**

209. The inspection of the school included a focussed view of swimming which is reported below.

210. By the end of Key Stage 2 all pupils are able to swim the minimum distance of 25

meters recommended in the National Curriculum and the majority are able to swim much further. Only pupils from Year 4 have an opportunity to swim during the school day, and this occurs for half an hour once a week as part of their physical education curriculum.

211.The curriculum taught follows the requirements of the National Curriculum. Swimming is taught by the Year 4 class teacher and two swimming instructors from the leisure centre in Derby where lessons take place. Lesson planning is very good and is undertaken by the experienced instructors together with the class teacher. Time allocated, although short, is very well used, and all pupils spend the full thirty minutes of the lesson in the water and active. The arrangements for transporting pupils by bus to and from the pool are equally good. Although from the time of leaving the school to the time pupils return is an hour and forty minutes, timetables are organised such that this does not impact on the teaching time of any other subject.

212.The quality of teaching is very good. Pupils are divided into two groups, comprising the stronger and weaker swimmers, each group swimming in a separate pool that is reserved for the half hour solely for pupils from the school. More able pupils are taught by an instructor from the leisure centre, supported by a volunteer from the school who stays by the side of the pool to monitor safety. The other instructor and the class teacher teach less able pupils.

213.Two particularly good features of the teaching are the strong emphasis placed on safety and the ongoing assessment and recording of pupils' ability. All the adults concerned know each pupil very well and have a detailed knowledge of their swimming. As a result, groupings of pupils within the two main groups are effective and enable each pupil to be challenged appropriately while ensuring a continual building-up of their confidence. All pupils are fully aware of the relevant safety rules and practice them. Lessons are characterised by all pupils, including those who are only just beginning to swim, enjoying the lessons and feeling totally at ease in the water.

214.Even at this early stage of the school year there are no non-swimmers in Year 4. Less able swimmers are well supported, their teaching being undertaken by one of the two the leisure centre swimming instructors. They swim in a pool where they can stand in the water if needs be, and they are given tasks to undertake which both reinforce their ability and confidence and, towards the end of the lesson, become progressively more difficult. Games form an important feature of the last few minutes of each lesson, allowing pupils to forget any remaining concerns and derive even more enjoyment from their swimming lessons.

224. **PART C: INSPECTION DATA**

224. **SUMMARY OF INSPECTION EVIDENCE**

215. The inspection was carried out by four inspectors, including a lay inspector, who were in school for a total of 14 inspector days. During the inspection, 78 lessons or parts of lessons were observed. Inspectors listened to pupils read and talked to them about their work. Samples of pupils' work were inspected in all classes. A wide range of documentation was scrutinised, including teachers' planning, policy documents, development plans, budget figures, pupils' reports, attendance registers and the minutes of governors' meetings. Discussions were also held with the headteacher, deputy headteacher, subject co-ordinators, teachers, administrative staff, governors, parents and others. Fourteen parents attended a meeting with an inspector and gave their views on aspects of the school's work and achievements. Fifty-five questionnaires, representing thirty-eight per cent of pupils, were returned and analysed by the inspection team, together with letters from fourteen parents who wrote on an individual basis to the registered inspector.

216.DATA AND INDICATORS

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	181	1	30	29

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	8
Number of pupils per qualified teacher	22.6

Education support staff (YR – Y6)

Total number of education support staff	2
Total aggregate hours worked each week	31

Average class size:

Financial data

Financial year:

	£
Total Income	258 144
Total Expenditure	255 406
Expenditure per pupil	1 222
Balance brought forward from previous year	4 318
Balance carried forward to next year	1 800

PARENTAL SURVEY

Number of questionnaires sent out:

143

Number of questionnaires returned:

55

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	20	65	5	7	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	33	56	5	4	0
The school handles complaints from parents well	11	44	29	5	2
The school gives me a clear understanding of what is taught	18	60	9	11	0
The school keeps me well informed about my child(ren)'s progress	20	64	5	9	0
The school enables my child(ren) to achieve a good standard of work	15	67	11	5	0
The school encourages children to get involved in more than just their daily lessons	16	62	9	7	4
I am satisfied with the work that my child(ren) is/are expected to do at home	22	49	15	11	0
The school's values and attitudes have a positive effect on my child(ren)	31	59	5	4	0
The school achieves high standards of good behaviour	27	56	7	7	0
My child(ren) like(s) school	33	55	2	4	4