

INSPECTION REPORT

Peak Forest C. E. (VC) Primary School
Buxton

LEA area : Derbyshire

Unique Reference Number : 112848

Headteacher : Mr D. T. Gordon

Reporting inspector : Miss J. H. Sargent
OIN 21113

Dates of inspection : 29th November – 1st December 1999

Under OFSTED contract number: 707186

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Junior and Infant

Type of control : Voluntary Controlled

Age range of pupils : 4 – 11

Gender of pupils : Mixed

School address : Tideswell Road
Peak Forest
Nr Buxton
Derbyshire
SK17 8EG

Telephone number : 01298 22074

Fax number : 01298 22074

Appropriate authority : Governing Body

Name of chair of governors : Mr P. Hamilton

Date of previous inspection : March 1996

INFORMATION ABOUT THE INSPECTION TEAM

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

The inspection contractor was:

Pennine Inspection Services
6 Bridle Dene
Shelf
Halifax
HX3 7NR
01274 602139

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The Office for Standards in Education

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MAIN FINDINGS

What the school does well

- ◆. Attainment in mathematics is good at both key stages.
- ◆. The school benefits from very good leadership and management.
- ◆. The school's partnership with parents and the community is very good.
- ◆. Pupils with special educational needs benefit from the very good provision and make very good progress.
- ◆. Pupils have very good attitudes towards their work and their behaviour is very good.
- ◆. Pupils' rates of attendance are very good.
- ◆. Relationships are very good.
- ◆. Pupils' personal development is very good.

Where the school has weaknesses

- I. Pupils at Key Stage 2 do not receive their full entitlement for information technology within the National Curriculum.
- II. Work for higher attaining pupils at Key Stage 2 sometimes lacks appropriate challenge and they do not make sufficient progress.
- III. Assessment and recording procedures require further development in order to improve the level of information that they offer to the school regarding the progress made by individual pupils.
- IV. Schemes of work have still to be developed for art, music and physical education.

This is a good school where the strengths far outweigh the weaknesses. However, the weaknesses will form the basis of the governors' action plan which will be sent to parents and guardians of all pupils at the school.

How the school has improved since the last inspection

Improvement since the previous inspection has been very good. There have been significant staffing changes during the past three years, with the appointment of a new full-time teacher and a new headteacher. The governing body, together with all of the school's staff, have contributed to the improvements that have been made. A considerable amount of effort has gone into addressing the key issues from the previous inspection, although this work is not yet complete. Portfolios of work are being assembled and are used to assist in the moderation of pupils' work to agreed standards. An assessment programme has been produced for the school, but this still requires further development to give it a sharper focus within individual subjects. Schemes of work have been developed for English and mathematics and the school is adapting national guidance to support its work in most subjects. There are still no schemes of work for art, music or physical education. Standards of attainment have improved steadily over the past three years in English and science at both key stages. Standards in mathematics have remained consistently high. The headteacher has worked effectively with the governing body to improve the systems of financial control and management, improving the school's

financial state by eliminating the budget deficit. The school's capacity for further improvement is very good as a result of the very good leadership provided by the headteacher and governing body and the very good relationships, hard work, dedication and commitment offered by all of the staff, the parents and others associated with the school.

Standards in subjects

As the number in each year group in 1999 was less than 10, it is not appropriate to compare the performance of pupils in the school with the performance of pupils nationally or with the performance of pupils in similar schools.

The number of pupils in each year group varies considerably. The number of boys and girls varies significantly between each year group, as does the number of pupils with special educational needs. In this small school this has a significant impact when comparing performance both nationally and with similar schools. The number of pupils undergoing national testing and assessment is too small and variable to provide a reliable guide to the overall trend of standards throughout the school. The school's stated commitment to high standards is reflected in its performance in recent years. With the exception of a small number of pupils on the higher stages of the register of special educational needs, standards of attainment for all pupils aged 7 and 11, have risen in English and science; standards of attainment in mathematics have remained consistently high and above national expectations.

Children's attainments in language and literacy, mathematics and personal and social development are assessed shortly after they are admitted for their Reception year. Results indicate that attainment is broadly average in all of these areas, although there is variation from year to year, due to the small size of the year groups. Present inspection findings indicate that attainment is good and above national expectations for the majority of pupils aged 7 and 11 in English, mathematics and science. In information technology, standards are good and above national expectations for pupils aged 7. For pupils aged 11, standards of attainment in information technology are unsatisfactory and below national expectations. In religious education, standards are sound and meet the requirements of the locally agreed syllabus. Progress was good for the majority of pupils in the lessons observed. Pupils with special educational needs made very good progress.

Quality of teaching

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

The quality of teaching is mainly good and sometimes very good. The majority of very good lessons were seen with children under five and at Key Stage 1. Teaching was very good in 24 per cent of lessons seen and good in 64 per cent of lessons. The remainder of the lessons seen were satisfactory. On a small number of occasions, work needs to be more closely matched to the needs of the higher attaining pupils.

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	Very good. Pupils behave very well at all times. They are friendly, considerate, respectful and very polite.
Attendance	Very good. Pupils arrive in good time for the start of the school day.
Ethos*	Very good. Pupils take a pride in their work and enjoy learning. Teachers are keen to help their pupils attain good standards in their work.
Leadership and management	Very good. The headteacher and the governors are working effectively together to improve the quality of education that the school provides. The criteria used for measuring the success of the school development plan are inconsistent in quality. There is no regular review cycle for curriculum subjects. There is a clear educational vision for the school, which seeks to continue to raise standards.
Curriculum	Good overall. Pupils have good opportunities to learn new and interesting things. Pupils at Key Stage 2 do not receive their full entitlement in information technology within the National Curriculum. Assessment procedures require further development. Pupils' annual reports contain little detail about their progress within individual subjects.
Pupils with special educational needs	Very good provision is made. Work is planned very carefully to suit individual pupils and they make very good progress.
Spiritual, moral, social and cultural development	Provision is good in all areas. The school provides a good foundation for pupils' development and provision permeates all aspects of its work.
Staffing, resources and accommodation	Sound overall. The teaching staff work together well as a team. They use their individual strengths to the best advantage. All staff are committed to the school and work hard to support it in its work. Accommodation is unsatisfactory due to the lack of a hall. Classrooms are cramped. Overall resources are satisfactory except those for information technology at Key Stage 2 which are unsatisfactory.
Value for money	Good value for money.

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

standards.

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The parents' views of the school

What most parents like about the school	What some parents are not happy about
V.They are encouraged to play an active part in the life of the school. VI.It is easy to approach the school with questions or problems. VII.The school gives a clear understanding of what is being taught. VIII.Parents feel well informed about their children's progress. IX.The school enables children to achieve good standards of work. X.The school's values and attitudes have a positive effect on their children XI.Children get involved in more than just their daily lessons. XII.High standards of good behaviour are achieved.	XIII.No concerns were raised by parents.

Parents are very supportive of the school and are highly appreciative of the hard work done by the teachers and staff. Inspectors support the positive views of parents.

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KEY ISSUES FOR ACTION

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

XIV. ensure that pupils at Key Stage 2 receive their full entitlement for information technology within the National Curriculum by improving the level of resources available;

(paragraph 16, 29, 31, 67, 68, 92, 102, 111, 113 and 116)

XV. continue to develop teachers' planning, particularly within the foundation subjects, so that the work planned for higher attaining pupils is more consistently matched to their needs and prior learning;

(paragraph 18, 29, 139 and 143)

XVI. further develop assessment and recording procedures by broadening the scope of individual records of pupils' attainment and progress to cover all the subjects of the National Curriculum;

(paragraph 39, 56, 108, 116, 122, 131, 135 and 145)

XVII. develop schemes of work for art, music and physical education, in order to ensure

continuity and progression in the learning of all pupils.

(paragraph 34, 56, 145 and 149)

In addition to the key issues above, the following less important weaknesses should be considered for the action plan. These are indicated in paragraphs 51 and 58:

- XVIII. improve the detail contained in pupils' annual reports, so that parents are well informed about the progress that their children make within each subject;
- XIX. ensure that the school development plan contains a regular review cycle for curriculum subjects and effective, good quality success criteria for measuring the impact of initiatives.

INTRODUCTION

Characteristics of the school

1. Peak Forest C. E. (VC) Primary School is a small school which is situated in the village of Peak Forest, near Buxton in Derbyshire. The majority of pupils attending the school live locally, but an increasing number of pupils are attending from nearby villages and from Buxton.
2. Pupils are admitted to the school at the start of the academic year in which they are five. The school offers a programme of visits to the school prior to admission. Pupils attending the school are aged between four and 11 years. The number of pupils on roll has been increasing over the past three years. The number on roll is now 50 per cent higher than it was at the time of the previous inspection. At the time of this inspection, there were 36 pupils on roll. There is little difference between the numbers of boys and girls on roll, although the number of boys and girls within each year group varies significantly. No pupils receive free school meals or speak English as an additional language, which is well below the national average. Six per cent of the pupils are identified as having special educational needs; one pupil has a Statement of Special Educational Need. Children are assessed shortly after their entry into the Reception year. Their attainment on entry is broadly average, although entry assessments show some variation between the average attainment of year groups.
3. There are two classes in the school, one for each key stage, taught by two full-time teachers, one of whom is the headteacher, and one part-time teacher. The headteacher has been in post for two years.
4. The school aims to:
 - 1
 - provide a calm, caring and well-ordered environment;
 - establish independent thinking, effective communication and life-long learning;
 - provide a broad curriculum which meets national requirements, allowing children to develop an enthusiasm for learning, achieve success and be stretched to their full potential;
 - involve children in a wide range of additional activities and experiences;
 - instil self-confidence and independence;
 - promote understanding, tolerance, respect and pride;
 - work in partnership with parents;
 - prepare children for the challenges which lie ahead of them.

5. The school's priorities for the future are to continue raising standards of attainment in English and science, to review its provision for science and physical education and to improve its provision for information technology, especially for pupils at Key Stage 2.

Key Indicators

6. Due to the small number of pupils being assessed the school is not required to publish its National Curriculum results.

Attendance

			%
Percentage of half days (sessions) missed through absence for the latest complete reporting year	Authorised	School	4.7
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

Exclusions

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

Quality of teaching

Percentage of teaching observed which is :		%
	Very good or better	24
	Satisfactory or better	100
	Less than satisfactory	0

- PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

7. In 1999, the number of pupils at the end of each key stage was less than 10. It is not therefore appropriate to report national performance data for comparing the school's performance with national averages or the performance of pupils in similar schools.

8. The number of pupils in each year group varies considerably. The number of boys and girls varies significantly between each year group, as does the number of pupils with special educational needs. In this small school this has a significant impact when comparing performance both nationally and with similar schools. The number of pupils undergoing national testing and assessment is too small and variable to provide a reliable guide to the overall trend of standards throughout the school.

9. Trends over the four years from 1996 to 1999 indicate that standards have risen in English and science. Standards in mathematics have remained consistently high. Previous inspection findings judged standards in English and mathematics to be above national expectations. Attainment in science was judged to be good at Key Stage 1 and in line with national expectations at Key Stage 2. Present inspection findings indicate that pupils' attainments are good at both key stages in English, mathematics and science.

10. Children's attainments in language and literacy, mathematics and personal and social development are assessed shortly after they are admitted for their Reception year. Results indicate that attainment is broadly average in all of these areas, although there is variation from year to year, due to the small size of the year groups.

11. Children under the age of five make good progress in all of the recommended areas of learning for children of that age and are likely to exceed the Desirable Learning Outcomes. In language and literacy children learn to write their names and to write simple sentences. They recognise and write individual letters and learn to read a range of familiar words. With the support of an adult they write stories on the word processor. All children under five enjoy books and stories. In mathematics, pupils recognise and write numbers. They count accurately to 10 and learn how to add one more to a number of objects. They name shapes and learn the appropriate mathematical language to describe the position of things in the classroom. In learning about the world they observe fruit and vegetables, discuss animals and their babies and learn about their village. They become confident in the use of information technology. Children

make good progress in creative activities. They paint pictures and make models using different materials. They enjoy singing and engage in very good imaginative play which extends their speaking and listening skills. In physical activities, children make good progress. They show good co-ordination when using the computer mouse. They manipulate small pieces of construction kits and have good control of pencils, crayons and paintbrushes. They show appropriate levels of control and co-ordination when playing outside.

12. In their personal and social development children also make good progress. They are sensitive to the needs and feelings of others and are generous in their praise of one another's work. They share and take turns with toys and equipment and know and obey the school's rules.

13. In English, standards have risen in each of the four years 1996 to 1999. Inspection findings confirm that pupils attain good standards and make good progress at both key stages. The good standards attained at Key Stage 1 are developed systematically in Key Stage 2. Pupils attain well across all the areas of English and use and further develop their language skills across other subjects of the curriculum. At the end of both key stages, pupils' speaking and listening skills are good. They express themselves clearly, using a good range of interesting vocabulary. Younger pupils use colourful narrative to describe their imaginative play. Older pupils engage in detailed discussion and ask interesting questions. They listen carefully to one another and respond appropriately. In their reading, pupils develop increasing levels of fluency and understanding. The oldest pupils read with good expression. They use their reading skills to find information for work which they undertake. Pupils' writing is good at both key stages. They write for a number of different purposes. In addition to recording their work, they label diagrams and design posters. They write letters and older pupils write newspaper articles. All pupils present their work neatly, with a clear, legible script.

14. In mathematics, standards have remained consistently high in the years 1996 to 1999. Inspection findings confirm that most pupils at both key stages attain above the expected levels for their age and make good progress across all the areas of mathematics. By the end of Key Stage 2, pupils show that they can effectively use and apply their mathematical knowledge to solve problems that they might come across in every day life, for example, checking a balance on a bank account.

15. In science, standards have risen steadily in each of the four years 1996 to 1999. As attainment has improved, teachers have continued building on pupils' good progress. At Key Stage 1, pupils learn about different materials and some of their qualities. At Key Stage 2, pupils test a range of different papers for absorbency. They have a good understanding of investigative science which they use effectively in their experiments and tests.

16. Attainment and progress in information technology are good at Key Stage 1, but unsatisfactory at Key Stage 2. Standards have fallen at Key Stage 2 since the last inspection, due to the school's problems in updating its computers. At Key Stage 1, pupils have frequent opportunities to practise and use the skills that they learn in information technology. They write and edit text on the screen and are competent in controlling the computer using the mouse or the keyboard. At Key Stage 2, although appropriate work is planned for pupils there are too few opportunities to complete the tasks, as there are not enough computers of a suitable specification and this impedes pupils' attainment and progress.

17. Pupils' attainment and progress in religious education is sound at both key stages. Pupils learn about Christianity and are familiar with the Bible and its stories. They learn about the church's year and special times within it, such as Advent. They reflect on their own experiences and on how their actions affect others. They learn about the beliefs of people from other faiths and about some of the festivals that are celebrated by followers of different religions. By the end of Key Stage 2, pupils have a well established sense of their own worth and they are developing appropriate values and attitudes.

18. Pupils make sound progress in all other subjects of the curriculum. However, some higher attaining pupils at Key Stage 2 lack challenge in their work and they make insufficient progress. Where work is well matched to pupils' prior learning and requires them to use skills such as researching their own work, good progress is made.

19. Pupils with special educational needs make very good progress in their work. Their work is well matched to their individual needs and targets are focused on the development of literacy and numeracy skills, supporting their work in other subjects. Pupils with special educational needs receive very effective support from teachers and classroom assistants, who know them well and are familiar with their targets.

Attitudes, behaviour and personal development

20. Throughout the school, pupils' attitudes to learning are very good. They maintain a high level of interest in their work showing enthusiasm and commitment. They listen attentively to information and respond well to challenges. Pupils show pride when discussing the displays of their work, which adorn the classroom walls. All pupils, including children under five, are able to sustain concentration.

21. The standard of behaviour is very good. There have been no exclusions and no instances of misbehaviour were observed during the inspection. Parents were unanimous in their praise of the children's behaviour. Pupils know what is

expected of them and they behave accordingly, for example, in the playground all pupils keep to the correct side of the white line which is painted to prevent them from playing too close to the main road. Movement around the buildings is orderly, allowing the school to function efficiently. Pupils show suitable respect for property and for the feelings of others.

22. Relationships, between pupils and staff and between the pupils themselves, are very good. Pupils of all ages and of both sexes work and play well together. They collaborate in group activities and take turns when sharing resources. The pupils are friendly and courteous, showing good manners.

23. Pupils' personal development is very good. They are given suitable responsibilities, such as the organisation of an assembly each week. Pupils set their own targets for the week, which can be academic or personal; typical entries in the logbooks examined were to "improve handwriting" and to "be friends with everyone". The pupils benefit from many educational visits, good extra-curricular activities and the very good community links. The pupils are confident and they are developing appropriate initiative.

24. The school has a very good ethos with a strong Christian family atmosphere. It meets its aims well. The pupils' attitudes, behaviour and personal development make a very significant contribution to the quality of education and to the standards that are achieved.

Attendance

25. The level of attendance is very good, being consistently above the national average for primary schools. There is no reported unauthorised absence, but the school needs to retain full documentation in order to substantiate this. Registers are fully completed in accordance with the statutory requirements. The pupils arrive on time and the registration period is efficient; this leads to a prompt start to lessons.

QUALITY OF EDUCATION PROVIDED

Teaching

26. The quality of teaching is mainly good and sometimes very good. The majority of very good lessons were seen with children under five and at Key Stage 1. Teaching was very good in 24 per cent of the lessons seen and good in 64 per cent. The remainder of the lessons were satisfactory. This represents an improvement since the last inspection when teaching was good in two thirds of the lessons and sound in the remainder.

27. Where teaching is most effective, teachers show good knowledge of the subjects that they are teaching. Regular assessments are made of pupils' learning and the results of these assessments are used to inform the next stage of work. This allows work to be closely matched to pupils' prior learning and they make good progress because of this. Planning is detailed and shows clear objectives for lessons. These details and objectives are shared with classroom support assistants and this results in pupils receiving good, focused support with learning opportunities being fully exploited. For example, in Key Stage 1, where classroom assistants are supporting imaginative play, they know what the objectives for this particular activity are. They understand the importance of their role within the classroom and pupils are engaged appropriately in the activity. Classroom management is very good. Efficient use is made of all the available space and thought is given to the effective use of time. When pupils are taught as a class, questions are used well to ensure that pupils of all ages and abilities are engaged during the session, such as during Key Stage 2 numeracy lessons. There is a good balance of open and closed questions, offering more challenge to higher attaining pupils. The good use of support staff enables teachers to engage in high quality interaction with pupils and this, together with good use of day-to-day assessment, is contributing to raising standards.

28. Teachers are keen to help pupils attain high standards. They expect work to be presented well at all times and that pupils will behave appropriately. The use of homework to support work done in school consolidates and reinforces pupils' learning and involves parents in their children's education. The strong partnership between home and school makes a positive contribution to the quality of education provided.

29. Where teaching is less effective, work does not always take sufficient account of pupils' prior learning and work sometimes offers too little challenge. For example, during a Key Stage 2 geography lesson, pupils in Years 5 and 6 were engaged in similar tasks to pupils in Years 3 and 4. There were no opportunities for the older pupils to further their knowledge and understanding, such as through independent research about the country that was being studied.

30. Class teachers make very good provision for pupils with special educational needs through their planning and the effective use of resources and support staff. The work of the support staff contributes well to the success of the teaching, particularly with children under five and at Key Stage 1. The teaching of the under-fives is very good because there is a thorough understanding of the Desirable Learning Outcomes and the early stages of the National Curriculum. The teaching of small groups of pupils is good at both key stages and helps pupils to make good progress in developing their literacy and numeracy skills.

The curriculum and assessment

31. All pupils have equal access to the school's curriculum, which is imaginatively planned to provide varied and interesting experiences. These include use of the local area, together with visits to places of historical and cultural interest. The curriculum is generally broad and balanced and prepares pupils for the next stage of their education. It reflects the school's aims and is successful in promoting the pupils' intellectual, physical and personal development. Religious education is taught in accordance with the local education authority's agreed syllabus supplemented by the diocese scheme and meets statutory requirements. The curriculum includes all the appropriate subjects, but there is a need to develop the information technology curriculum at Key Stage 2 to ensure that pupils receive their full National Curriculum entitlement. The use of information technology across the key stage needs to be increased. The pupils need fuller and more regular access to the programmes of study to develop their

levels of understanding. The school is aware of this shortcoming, but is hampered by a lack of appropriate computers. The school is unable to offer pupils full access to gymnastic work in physical education because of the lack of a hall.

32. The curriculum for the under-fives is very good and gives children a good and purposeful foundation upon which to enter Key Stage 1. The broad range of activities is well planned with a wide range of practical and first hand experiences. All the appropriate areas of learning are included, except that in physical development, there are limited opportunities for outside play to enable the development of children's large motor skills.

33. Since their appointments in the recent past, the headteacher and the other full-time teacher have worked very hard to establish an appropriate curriculum for the school. Much has been achieved in a relatively short time. The literacy and numeracy hours, carefully adapted to suit the specific circumstances of the school, are being effectively used as a basis for planning English and mathematics. The importance of reading is emphasised as a critical tool for the full accessing of the curriculum. This aspect of the work is well supported by parents hearing their children read at home and by the good quality voluntary help in hearing readers on a systematic and regular basis.

34. Policies are in place for all subjects except music, where a policy is being developed. An issue in the previous report was to develop schemes of work to provide guidance on the development of pupils' skills, knowledge and understanding. Whilst a great deal of work has been put into this issue, it is not

yet fully addressed. The staff have recently begun to make use of nationally prescribed schemes of work in science, information technology, design and technology, geography and history, adapting them to the circumstances of the school. The school recognises that there is still a need to develop schemes of work in art, music and physical education. There is good quality planning in place, involving weekly planning for literacy and numeracy and half-termly, sequential planning for the other subjects.

35. Most of the school's discretionary time is used to meet the demands of the planned curriculum although some time is valuably given to personal and social education. Appropriate attention is given to the promotion of a healthy lifestyle, including education about drugs awareness. Older pupils are taught about sex education with good support from the school nurse and, throughout the school, questions and issues are dealt with sensitively as they arise. Valuable opportunities are given in the extra-curricular activities of guitar and recorder playing and sport.

36. Parents provide effective support to their children as part of the reading programme and most pupils take their reading books home regularly. Pupils learn spellings and tables and all pupils are set weekly homework in literacy and numeracy. The oldest pupils complete a weekly book review.

37. Provision for pupils with special educational needs is very good and meets the requirements of the national Code of Practice. The quality of the planning is very good; the plans clearly identify appropriate learning targets and are reviewed regularly. These pupils make very good progress, benefiting from the good quality support they receive not only from the teachers, the classroom assistants and the voluntary help, but also from the local education authority support teacher. They are enabled to generally work productively alongside other pupils in the classroom. The provision is one of the school's many strengths.

38. An issue in the previous report identified a need to develop assessment procedures into a coherent whole school approach with a common recording format. Baseline assessments are established on entry to the school and these are providing useful information. Good records of

attainment are kept for Reception pupils. A great deal of informal assessment takes place throughout the school, the marking of work provides regular feedback and regular evaluations inform future planning. A range of formal assessments are undertaken on a half-termly basis including effective use of a range of standardised and published tests, which together provide clear information on attainment. All the information is collected as part of the well organised individual assessment profiles covering each core subject. Recently the school has developed records of achievement, enabling pupils to regularly collect pieces of work to show progress over time.

39. There are plans to further develop assessment in the important area of information technology and more formally monitor progress in the foundation subjects. The previous report identified the need to develop portfolios of pupils' work to assist in the moderation of standards. The school has developed portfolios of English work for both key stages and has plans to develop this further. Whilst assessment and recording practices have been developed significantly, the school recognises the need to further develop them by broadening the scope of individual records of pupils' attainment and progress to cover all the subjects of the National Curriculum.

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Pupils' spiritual, moral, social and cultural development

40. The school makes good provision for pupils' spiritual, moral, social and cultural development and pupils respond very well in these areas which were praised in the previous report. The school has a caring, community ethos which embodies clear values involving care and respect and it functions like a large family whose members look after one another. It plays a key role in preparing pupils for the opportunities, responsibilities and experiences of adult life. This aspect permeates all areas of school life.

41. Pupils are beginning to develop an understanding of the significance of religious faith. In religious education lessons they are given opportunities to consider their own lives and their place in the world around them. In collective acts of worship, a small object stand is used as a focal point, part of which is sometimes a lighted candle. Good opportunities for reflection on aspects of the school's ethos, such as care and consideration for other people are given in acts of worship. Good use of open-ended questions effectively promotes reflection, for example, 'What would Mary think?', 'How would she show her feelings?' and, 'How would you feel if. . .?' Pupils are encouraged to be reflective through a range of activities including prayer, music, dance and personal writing in poems and prayers.

42. Pupils understand the system of rules and the reasons for them. There are clear rules for behaviour in and around the school and the pupils contribute to the set of classroom rules which are displayed in each of the two classrooms. The principles which distinguish right from wrong are clearly reinforced and pupils are aware of the rewards and sanctions which operate. The school encourages and expects good behaviour. Pupils show respect for each other and for property and are encouraged to value one another and celebrate each other's successes. In each class, pupils give support and encouragement to each other and good examples of spontaneous care and concern for others were seen during the inspection, between older and younger pupils, boys and girls. Pupils of all ages generally work well together.

43. Pupils show good understanding of responsibility. They help and do jobs, for example, they write prayers, sharpen pencils, photocopy work and answer the telephone. Pupils are encouraged to participate fully in the school and local community and develop an understanding of citizenship. All members of the village are part of a school and community association which raises money for parties for the children and also the local elderly. Pupils

entertain at local centres and accommodation for the elderly. Pupils are closely involved in the annual Peak Forest Festival, including the well dressing ceremony. They are involved in the life of the parish church, partly through services at harvest and Christmas time. The pupils contribute to a good range of charities, including ones for children who are less fortunate than themselves, for example, a 'Kids for Kids' campaign to help children in mid-Africa. The quality of relationships throughout the school is very good and staff set good role models.

44. Cultural education is promoted through work in religious education, art, geography, history and music. A study of the immediate and surrounding area and use of the local environment enable pupils to gain insights into their own local heritage and there are good opportunities to visit places further afield. They gain knowledge of other times and places through geography and history. Although pupils learn mainly about the Christian religion, there are some opportunities to learn of other faiths in religious education; they have recently been learning about festivals of light within other faiths. There are firm plans to organise visits to a mosque and a synagogue. The school is aware that deeper insights into the customs and festivals of a variety of faiths and of the diversity and richness of other cultures will help to prepare pupils for the multicultural society in which they are growing up. Collective acts of worship support the provision for spiritual, moral, social and cultural development, which is one of the school's many strengths.

Support, guidance and pupils' welfare

45. The school provides a happy, caring environment. The dedicated staff work hard to promote the pupils' welfare and they ensure that pastoral matters are given prompt attention. There are many good features in the school's provision of support and guidance. In questionnaires, parents confirmed that the school's values and attitudes have a positive effect on their children. The staff know their pupils well and provide good supervision. The Reception children are welcomed into a friendly atmosphere and they settle quickly.

46. There are very good procedures for the monitoring and promotion of discipline and good behaviour, set out in the school's "Policy for Response" document. The school has a clear set of rules. Merit points, certificates and special prizes are used to reward the pupils' achievements and their efforts. The school has good procedures for promoting good attendance, using certificates to

recognise those pupils who are rarely absent.

47. Personal and social education is provided by cross-curricular work and well planned assemblies. Suitable sex education and drugs education is given to the older pupils. The school promotes a healthy lifestyle and first aid provision is good. There is good support from external agencies, in particular from the local community policewoman who visits regularly to give talks on safety and other matters. The school has a suitable child protection policy and good child protection procedures.

48. The school's procedures for promoting the well being and health and safety of its pupils are good. The school has a brief health and safety policy in addition to the local education authority's procedures. Inspections are carried out regularly, but the school needs to ensure that these matters are fully documented. Due to the lack of space available in the school, storage can create problems and pupils' movements can be restricted.

49. Based on its positive ethos, the school gives effective support and guidance to all of its pupils. It meets its aims in promoting the confidence, happiness and well being of its pupils. The individual needs of pupils, including those with special educational needs, are very well met. This enhances their self-confidence and contributes to the standards that are achieved.

Partnership with parents and the community

50. The school has a very good partnership with its parents. Parents find the school friendly and welcoming. Parents' views, expressed at the pre-inspection meeting, in written comments and in discussions during the inspection, were all in praise of the school. There was 100 per cent agreement that the school encourages the parents' participation in their children's learning. The parents have good access to their children's work, which is sensitively displayed and well presented throughout the school. The school has arranged for a number of curricular information evenings for the parents. The parents were happy with the amount of homework provided for pupils.

51. The school provides a good supply of information to the parents, including a fortnightly newsletter. Parents know the staff well and there is regular contact to ensure that they are aware of their children's progress. Formal parent evenings allow for appointments to last 20 to 30 minutes. The pupils' annual reports have a good, individual general statement which suggests areas for development; however, the subject statements contain little information about what pupils know, understand and can do and the progress that they have made. The school has a comprehensive prospectus, but the governing body need to ensure that all the statutory requirements are included within their annual report.

52. The school has very good links with its community. The Peak Forest

School and Community Association raise thousands of pounds each year, which funds various projects and resources for the school and for the village. The school makes a significant contribution to the community, including the well dressing ceremony and the village festival. There is a strong association with the local church.

53. The school has good links to other primary schools, especially through sports activities. Regular visitors to the school, such as the National Park Rangers, give educational talks and the school adopts a "Governor of the Month" who has to answer pupils' questions on his or her role. Many friends and relatives, as well as parents, help within the school. The pupils benefit from curricular work which includes local history and geography projects.

54. The very good links that the school has developed, together with the excellent support of parents, combine to increase the pupils' knowledge and understanding of the world. This enriches the pupils' learning and enhances the standards that they achieve.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

55. The school benefits from the very good leadership and management provided by the headteacher and the governing body. They work effectively together to improve the good quality of education that the school provides. There is a clear, shared educational vision for the school which seeks to raise standards. The headteacher has been in post for two years and during this time has brought about considerable change within the school. He bears a tremendous workload, teaching for most of the week, being responsible for the day-to-day management and managing curriculum and staff development. Through the encouragement of the headteacher, the governing body has become well integrated into the life of the school. Members of the governing body help in classrooms and are interviewed about their role by pupils. This very good level of involvement means that governors are well informed about the school's daily work, the standards that are achieved and pupils' behaviour and attitudes.

56. Improvement since the previous inspection has been very good. There have been significant staffing changes during the past three years, with the appointment of a new full-time teacher and a new headteacher. The governing body, together with all of the school's staff, have contributed to the improvements that have been made. A considerable amount of effort has gone into addressing the key issues from the previous inspection, although this work is not yet complete. Portfolios of work are being assembled and are used to assist in the moderation of pupils' work to agreed standards. An assessment

programme has been produced for the school, but this still requires further development to give it a sharper focus within individual subjects. Schemes of work have been developed for English and mathematics and the school is adapting national guidance to support its work in most subjects. There are still no schemes of work for art, music or physical education.

57. Standards of attainment have improved steadily over the past three years in English and science at both key stages. Standards in mathematics have remained consistently high. The headteacher has worked effectively with the governing body to improve the systems of financial control and management, improving the school's financial state by eliminating the budget deficit. The school's capacity for further improvement is very good as a result of the very good leadership provided by the headteacher and governing body and the very good relationships, hard work, dedication and commitment offered by all of the staff, the parents and others associated with the school.

58. The governors are conscientious in carrying out their duties and take their responsibilities seriously. Governors have been nominated for literacy, numeracy and special educational needs. Governors review the aims of the school, appoint staff, discuss the curriculum and approve the budget. They ensure the health and safety of the pupils, for example, by entering into discussions with the local authority and the Peak District National Park Authority to improve road conditions outside the school. There is a very effective committee structure which enables governors to draw upon expert help when necessary. These committees have clear guidelines and appropriate financial powers. The school development plan gives good detail in the short term and offers an overview for the longer term. Targets are appropriate and the plan is costed. It does not contain a regular review cycle for curriculum subjects. The application of good success criteria is inconsistent. The least effective criteria only relate to the completion of work, whereas the most effective are related to the impact of initiatives on pupils' attainment.

59. The school's aims are appropriate and are clearly stated. The school is successful in fulfilling them, with the exception of meeting national requirements in information technology at Key Stage 2. The headteacher has undertaken monitoring work within the school and has been supported in this by the local education authority. The outcomes of this monitoring were shared with staff and governors and appropriate action taken. Pressure on the headteacher's time makes it difficult for him to sustain a regular programme of monitoring. The results of the annual standard assessment tasks are discussed with the governing body.

60. The leadership and management of the provision for pupils with special educational needs are very good. Documentation is good and the Code of Practice is fully complied with. Parents are involved in discussions about their children's education and appropriate use is made of external support.

61. The school's systems for administration place additional demands on the limited time of the headteacher. The school runs efficiently and communications are good. Systems are understood by all staff and duties are shared wherever possible.

62. The ethos of the school is very good. There is a clear commitment to high standards by all those involved with the school. The school has a caring and supportive Christian atmosphere and parents report that the school's values and attitudes have a positive effect on their children.

Staffing, accommodation and learning resources

63. The school has an appropriate number of teaching staff who are suitably qualified to meet the needs of the National Curriculum and religious education. The headteacher and the other class teacher, both appointed within the last three years, are the only full-time members of staff. A part-time teacher is employed for the equivalent of one day per week to provide non-contact time for the headteacher. Two classroom assistants are employed, one of whom is also the school secretary. Staff responsibilities are appropriately shared between the headteacher and the other class teacher, each assuming responsibility for literacy and numeracy and for a key stage. Both teachers are fully involved in curriculum planning and decisions regarding spending on resources. Staff have appropriate job descriptions.

64. Appraisal training has recently been undertaken with a view to its development within the school. Arrangements for the professional development of staff are effective and are based on the school development plan, training needs for introducing new government initiatives and also individual needs.

65. The accommodation is unsatisfactory in that there is no hall for physical education and assembly and no proper staffroom. The headteacher and secretary share a very small partitioned area and storage space is very limited. Circulation space is also very limited. The accommodation is not appropriate for the delivery of the curriculum for young children. The classroom is cramped and activities such as sand and water play have to take place in the entrance hall which is long and narrow. Water play is organised in a porcelain sink, allowing very restricted access for two children. Although the school makes the best use of its accommodation and its outdoor facilities, as a popular school with a new admission limit, the problems will be exacerbated when numbers rise. Use is made of the local reading room for physical education, although this is less than ideal and fails to compensate for the lack of a school hall. Lunches are served in a portable building acting as a servery which also provides useful space for reading groups and work to support pupils with special educational needs. The school playground is small for outdoor play, although good use is made of the nearby recreation ground during the warmer months. There are firm plans to

significantly increase the space available by developing a staff and administrative area using the full roof space above the suspended ceiling of the main room. This would enable part of the ground floor to be used as a wet area. There are plans to fund this partly through local sponsorship.

66. The quality of the accommodation is high and it provides a stimulating and well maintained learning environment. The small entrance area is bright and attractive with a useful parents' notice board. The good presentation of the internal environment supports the quality of education provided. The site and buildings are very well managed and cared for by all, including the pupils. The school is very appreciative of the work done by the caretaker in maintaining a consistently good standard of cleanliness. Attractive displays of pupils' work enhance the appearance of the teaching areas and add to the stimulating learning environment.

67. Although the school is well provided with good quality teaching resources to cover the requirements of the literacy and numeracy strategies, there is clear recognition of the need to systematically develop them in other areas. The main priority is in information technology. Although provision is adequate at Key Stage 1, its inadequacy at Key Stage 2 is the main reason for the school's inability to offer pupils their full National Curriculum entitlement. Although some subjects are well resourced, such as art and religious education, there is a need to further develop resources in science, history and geography. Storage for resources is limited. Good use is made of the library loans services. The area around the school grounds and the village are used well to enhance learning and a range of visits further afield make a significant contribution to the quality of experiences offered to pupils.

The efficiency of the school

68. The school's financial planning is good. The effectiveness of this aspect of the school's work is seen in the elimination of a budget deficit and the forecast of a small surplus. The headteacher monitors the budget regularly and keeps the governing body well apprised about the state of the school's budget. The budget is carefully targeted to meet the needs of the pupils within the school, for example, through purchasing literacy and numeracy resources to support the introduction of the national strategies. There have been insufficient funds to improve resources for information technology.

69. The governing body has appropriately increased the level of teaching and non-teaching staff within the school and keeps this issue under constant review. They are aware of the pressures on the headteacher and are keen to reduce his workload when finances make this possible. Teaching staff are used appropriately to take account of their experience and qualifications. The part-time teacher is suitably deployed to allow the headteacher some time away from

his teaching responsibilities. Classroom assistants are used very effectively throughout the school, particularly where they support pupils with special educational needs and children under five. Good use is made of the very cramped accommodation. All available space is used for teaching. Learning resources are used effectively.

70. Efficient day-to-day routines and organisation enable the headteacher and staff to concentrate on teaching. Financial control and administration are good. The minor recommendations of the most recent auditor's report have been implemented.

71. In view of the standard of pupils' attainment on entry to the school, the quality of the education provided, the standards of attainment at the end of each key stage, the progress made by the time the pupils leave the school, the efficient use of resources and the cost per pupil, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

72. Children of Reception age are admitted to the Key Stage 1 class either at the start of the academic year in which they are five or at the start of the term in which they are five, according to the wishes of their parents. At the time of the inspection, there were six children in the Reception year. Only one child was aged five. All the registered children had been admitted at the start of the school year.

73. Children are assessed shortly after entering school. Results show that attainment is broadly average on entry, although this can vary from year to year due to the small size of the year groups. Children make good progress and by the age of five many exceed the Desirable Learning Outcomes for children of this age. Work is well matched to children's prior learning and experiences and those children capable of doing so work within the National Curriculum. Children with special educational needs make very good progress as a result of carefully planned work and the very good teaching that they receive.

74. In their personal and social development, children make good progress. The classroom offers an encouraging and stimulating environment which encourages children to engage in learning. They become confident in all aspects of their work, readily engaging in conversations with other children and with adults. They share and take turns, for example, when working on the computer, and are quick to praise one another's work. Relationships are very good. Children concentrate hard on the work that they have been given and tasks are usually completed. They ask for help when they require additional information, such as when spelling words, but in other situations will often try to solve a problem for themselves before asking for support. They are proud of their achievements. This was evident when they described their models in great detail after they had been building boats to add to a class picture. Children are learning about the beliefs of others and talk respectfully about Christianity and other religious beliefs. They learn about festivals of light celebrated by people from other faiths, such as the festivals of Diwali and Hanukkah. Good care is taken of both religious artefacts and classroom equipment.

75. Children make good progress in the area of language and literacy. Experiences are carefully planned and are appropriate to the needs of the children. Children enjoy listening to stories, for example, in the literacy session when they hear stories about Katie Morag and the Isle of Struay. They ask sensible questions and relate aspects of the stories to their own experiences. When talking about travelling on a ferry, children expressed themselves clearly. Through role-play in a 'Post Office and Shop' children learn of the importance of reading and writing in every day life. Reading skills are developed through

sharing big books, labelling on pictures and through displays. All children can recognise and write their names using appropriate letters and most are beginning to identify the letters of the alphabet and know the sounds that they make. Children are able to sequence pictures to tell a story, for example, the story of Humpty Dumpty. They are beginning to write their own sentences, with work ranging from writing under an adult's writing to independent writing. Writing shows appropriate levels of control. Letters are, for the most part, correctly shaped and orientated.

76. In the mathematical area of learning, children make good progress and exceed the Desirable Learning Outcomes by the age of five. Children recognise, write and use numbers to 10 and show familiarity with larger numbers in their play. They understand the meaning of more and less and are able to perform simple addition activities. They can create patterns by threading objects in sequence as directed and also create their own patterns. They also copy and create clapping patterns. When working with shapes, children name simple two-dimensional shapes, such as square, circle and triangle and select different sized shapes to make pictures, for

example, when making a picture of a teddy bear using only circles. Children understand and use positional language in their work. When retelling the story of Humpty Dumpty, they showed good understanding of up and down. Whilst playing with small toys on a road mat, children use detailed narrative in their play to describe the positions of the vehicles that are being used. The judicious use of adult support ensures that all children make good progress in their work.

77. Children make good progress in developing their knowledge and understanding of the world. The carefully chosen theme about the Isle of Struay encourages the development of geographical thinking. Children look at a map of Britain and learn about an island as being land surrounded by water and consider how life on a small island affects people's pattern of living. They compare this with their own lives. Children look closely at natural objects, such as fruit and vegetables, and draw pictures of the outside and the inside. They experience tasting raw and cooked apples and describe the differences that they find. When talking about animals, children learn the names of the animals and the proper names for animal babies, such as kitten or puppy. Children identify the qualities of the materials used for building houses and use a good range of construction equipment to build models. Children learn to use information technology. They learn to control computers using the keyboard and the mouse to move the cursor on the screen. They write simple text and draw pictures on the screen.

78. In their creative development, children make good progress. They learn to use a wide range of media in art. They paint pictures and use textiles to create pictures, cutting and sticking fabric as necessary. They make pictures of candles to support their work about festivals of light and use recycled materials

to make models of rockets. There are good opportunities for imaginative play. These activities are well supported by knowledgeable adults who extend learning through careful questioning and through being involved in play. For example, adults participate in role-play in the shop and Post Office and ask questions of children playing with a road mat. No music was observed during the inspection, although planning and records indicate that good provision is made.

79. Children make good progress in their physical development. They use a wide range of mark making equipment to draw, paint and write and show considerable control with these. When writing and colouring, children show good control, shaping letters carefully and colouring within outlines. Planning indicates that children participate appropriately in physical education, helping to compensate for the limited opportunities for outdoor play. They show suitable levels of physical co-ordination during playtimes. When playing with sand and water provision, children are suitably skilled at pouring and filling a range of containers, sometimes using funnels to assist them.

80. The provision for children aged under five is very good. There is an appropriate programme of visits prior to admission and parents report that their children quickly settle into school. The curriculum that children are offered is carefully balanced and work is planned in accordance with the recommended areas of learning for children of this age, although their tasks are similar to those done by older children within the class, encouraging older and younger children to share their learning experiences. Staff have good knowledge of the learning needs of the under-fives. They have already started to prepare for the change to the newly outlined early learning goals, for example, by including appropriate aspects of the literacy and numeracy strategies into planning. Classroom support assistants offer valuable support to children under five. They are clear about the purpose and potential of all the activities on offer and their contribution has a considerable impact on the quality of education and the learning which takes place.

81. The quality of teaching for children under five is very good. Work is planned with great care to ensure that the needs of all children are met. There is a good balance of supported and

independent work throughout each day. Classroom support assistants are well deployed and well informed about the focus and purpose of their work; all staff know the children well. Plans are evaluated and the information is used to plan the next stage of learning. The planning for role-play is excellent, with a weekly objective being set which relates to an area of learning. Through such carefully structured planning children are offered excellent opportunities to progress in their learning. Questions are used effectively to establish children's understanding and to extend their learning. Intervention in play is sensitive and effective, enabling children to make good progress in their understanding and

become confident in their development of skills.

82. The accommodation is not appropriate for the delivery of the curriculum for young children. The school makes effective use of all the available space and the environment is attractive and colourful. The classroom is cramped and activities such as sand and water play have to take place in the entrance hall which is long and narrow. Water play is organised in a porcelain sink, allowing very restricted access for two children. Sand play is limited to a small container of sand on a low level work surface. Effective adult support ensures that children still make good progress in their work, despite the difficult conditions.

83. Parents report that they are kept well informed about what their children are learning and the progress that they make. They are involved in their children's learning through a well thought out range of activities to do at home, for example, using a cake mix provided by the school to bake with their children. Very good relationships exist between staff, parents and children and these contribute effectively to the quality of education.

ENGLISH, MATHEMATICS AND SCIENCE

English

84. Standards of attainment are good overall at the end of both key stages and broadly above what might be expected of pupils who are aged 7 and 11. National performance data gives little helpful information for comparisons to be made, as a small number of pupils are tested each summer and so attainment can fluctuate from year to year. Although standards have improved over the last few years, the school aims to raise them further.

85. For most pupils standards of speaking and listening are good and these are well fostered in the school. Pupils are keen to share their news, talk about their work and use their oral skills well throughout the curriculum. Reception pupils enjoy talking about the travels of their mascot, 'Bertie Bear'. Key Stage 1 pupils willingly talk about their favourite books, their families and their pets. Pupils enjoy working in the 'Post Office' when they show good involvement in role-play as customers and shopkeepers. By the end of Key Stage 1, pupils listen attentively to one another and confidently ask about things they wish to know and they express themselves clearly. At Key Stage 2, most pupils develop their ideas and confidently communicate their findings to each other across the range of subjects, for example, in science, when explaining their fair tests involving the absorbency of a selection of types of paper. By the end of Key Stage 2, pupils confidently share discussions about texts featured in the literacy session, such as 'Goodnight Mr Tom'.

86. Reading is given a high priority and this is reflected in good standards in

reading for most pupils. In Reception, children make a positive start to reading, well supported by their parents. At Key Stage 1, most pupils are able to competently read a range of books with developing fluency and expression. By the end of the key stage, the majority of pupils have developed strategies to work out unfamiliar words and they read confidently at good levels. At Key Stage 2, most pupils are able to read with sustained concentration. By the end of the key stage, they show an increasing understanding of a range of texts and can identify essential points and use inference and deduction where appropriate. Most are reflective and enthusiastic readers.

87. Children develop early writing skills in Reception, writing about their own lives and experiences. They write prayers and well illustrated poems about colours. They write, sign and send (through the class 'post office') a letter in reply to one sent to them by their teacher. At Key Stage 1, pupils start to write stories with imaginative ideas. They write menus, diaries, and in science, clear explanations of an experiment involving melted ice. By the end of Key Stage 1, many pupils are able to make use of appropriate and interesting vocabulary with ideas developed in a sequence of appropriate sentences, for example, in writing about 'My Box of Secrets'. At Key Stage 2, pupils learn to write for a wide variety of purposes and audiences. They write poems about 'Hurricane George', articles for the 'Millennium Monthly' magazine, stories such as 'The Battle of the Jungle' and weekly book reviews. They work to stimulating titles, such as 'Peak Forest School. . . the best in Derbyshire'. By the end of Key Stage 2, writing in a range of forms is lively and thoughtful and ideas are often sustained and developed in interesting and sometimes humorous ways.

88. Standards in writing are generally good at both key stages and the school is giving time to promote more opportunities for extended writing and the development of detail. Pupils give appropriate consideration to punctuation, grammar and spelling and standards of presentation and handwriting are usually good, showing care.

89. Pupils make good progress in speaking and listening, reading and writing. These are areas which are prioritised right from the start of schooling. The quality of teaching has a clear impact on the levels of progress being made by the pupils and the levels of attainment being reached. Pupils with special educational needs make very good progress with good levels of support.

90. Pupils throughout the school have a positive attitude towards the work. Pupils are interested, co-operate well together and work with commitment and enthusiasm. Older pupils are happy to work with younger ones and there are good relationships between boys and girls.

91. The quality of teaching observed during the inspection was good and often very good. There is good management of the pupils. Teaching has good pace and interest and high expectations. The teaching is well supported by the

high quality of the work of the two classroom assistants and also by the valuable, regular help given by the volunteer helpers. Pupils are given a range of interesting activities to follow which show good levels of differentiation. The quality of teaching reflects the care and interest of the teachers and has a significant impact on the progress being made.

92. The National Literacy Strategy has been adapted to the needs of the school. It is well planned and thoughtfully delivered. The under-fives are well provided for, as are pupils with special educational needs, and the work benefits from a good level of resources, including big books and group readers. The strategy is used as a basis for much of the curriculum. Overall, the subject is well resourced, with fiction and also non-fiction books. The school has recognised the need to further develop word processing, together with accessing information through appropriate computer software at Key Stage 2. Weekly targets are set each week for both classes and older pupils set their own, giving them extra responsibility for their own learning. There is a good range of assessment materials, including standardised and national tests, enabling the school to effectively monitor the attainment and progress of pupils in English using individual folders, together with a recently introduced record of achievement.

Mathematics

93. Standards of attainment in mathematics are good at both key stages and pupils make good progress. The progress of pupils with special educational needs is very good. Standards have remained consistent since the previous inspection when they were also judged to be above national expectations.

94. Due to the small numbers of pupils at the end of both key stages in 1999, it is not appropriate to report pupils' attainment against national averages and the averages for similar schools. Trends over the four years from 1996 to 1999 indicate that standards of attainment at both key stages have remained good and above national averages. At Key Stage 1, there is little difference seen between the performance of boys and girls in results over four years. At Key Stage 2, results from the same period indicate that girls outperform boys in mathematics. This was not evident in the work seen during this inspection.

95. By the end of Key Stage 1, pupils attain good standards in all aspects of mathematics. They are developing a range of strategies for calculating the difference between two numbers. For example, they count on from the larger of the numbers until they reach the target number or they use known number facts to help them calculate an answer. Pupils begin to learn about multiplication and work with numbers which make patterns of two, five and ten. They develop early algebraic skills, calculating the missing number in a number statement. When

working with money, pupils are able to give the correct amount of change, counting on from a given coin until they reach the required amount. This work builds directly on skills and knowledge acquired when working with numbers. Pupils collect data and organise it to create graphs which they are able to interpret. For example, they draw a graph illustrating the number of people living in different households and answer questions about the information it gives. Pupils know and name a wide range of two- and three-dimensional shapes. They identify right angles in two-dimensional shapes and draw right angles.

96. By the end of Key Stage 2, pupils are working at levels above those expected of their age. They are able to apply the correct method of calculation to problems; they use their numeracy skills to calculate area and volume. For example, they calculate the amount of concrete required to fill a hole. They record their work correctly using standard methods. Pupils explain addition and subtraction of four digit numbers by using their knowledge of place value. They use halving and doubling strategies to help them in their calculations. Pupils explain their calculation methods and their reasoning clearly and with good detail, using appropriate mathematical language. They are quick to see patterns in numbers. Pupils work confidently with negative numbers and decimals. They can record fractions and their decimal and percentage equivalent. They understand the relationship between these numbers. When working on weight, pupils calculate the equivalent weight of objects using kilograms and tonnes. They calculate travelling times for journeys and measure angles accurately in degrees. Pupils show a good understanding of the probability scale.

97. Progress is good for pupils at both key stages. It is very good for pupils with special educational needs. At Key Stage 1, pupils benefit from very good teaching. Detailed planning enables them to progress from learning to write numbers the correct way to matching words and numerals. Pupils in Year 1 learn number bonds to 10 and record these horizontally. They are quick to see patterns in numbers. They identify odd and even numbers. In Year 2, they learn of the value of each digit in a two-digit number and gain a good understanding of place value, understanding the importance of correct recording. Higher attaining pupils count in multiples of four. Throughout the key stage, pupils rehearse their mental mathematics and improve the speed and accuracy of their response. They often correct themselves if they make an error. Across the

key stage, pupils show increasing understanding of shape and space. They make increasingly complex patterns and recognise a growing number of two and three-dimensional shapes such as cones and prisms.

98. At Key Stage 2, pupils continue to make good progress. In Year 3, pupils begin to use standard methods of recording their calculations, writing sums vertically. Older pupils learn to round numbers up and down. Pupils learn a range of methods of keeping mathematical records. They draw graphs using

scale and record temperatures on charts. In Year 5, pupils continue to learn about recording temperatures and are introduced to negative numbers. Numeracy skills are applied to real situations when they calculate balances on bank accounts. New mathematical vocabulary is introduced throughout Key Stage 2. By the end of the key stage pupils correctly use terms such as radius and vertices and name different types of triangles.

99. Pupils at both key stages enjoy their work in mathematics. Pupils at Key Stage 1 are excited by numbers and are eager to answer questions. They take great pride in their achievements and explain their work clearly. At Key Stage 2, pupils show less excitement about number, but relish numerical challenges. They support one another well and work together purposefully. They readily ask questions if they do not understand their work, which is always well presented. Most pupils show good levels of sustained concentration. They quickly settle to work and tackle tasks with confidence.

100. The quality of teaching is very good at Key Stage 1 and good at Key Stage 2. At Key Stage 1, regular assessments are part of the planned work and the results of these tests are used to inform the next stage of work for pupils. Consequently, the match of work to pupils' prior learning is very good and this ensures that they make good progress. Questions are used skilfully to enable pupils to think problems through. Their errors are used effectively by the teacher to help pupils understand mathematics more clearly and to advance their thinking. Pupils are constantly challenged to use the new mathematical facts that they have learned. For example, when learning number bonds to 12, pupils were challenged to try to make 12 using only odd or even numbers. The pace of lessons is brisk and time is used very effectively. At Key Stage 2, planning is clear and contains good detail of the work for groups of pupils of differing attainment. In mental mathematics sessions, all pupils are kept engaged, despite the range of ages and abilities, but insufficient opportunities are given for pupils to explain their methods of mental computation.

101. Classroom management is good overall, although at times a small number of pupils lose concentration and make slower progress than other groups of pupils. Resources are carefully prepared. Work is generally well matched to pupils' prior learning. Pupils in both key stages are taught to present their work neatly and carefully. Work is marked regularly and corrections are completed. All pupils are set homework to support and extend their work in school.

102. The school has successfully adopted the National Numeracy Strategy. Its introduction has been well managed and pupils are making good progress, particularly in mental computation. Work in mathematics is supported by the use of a commercial scheme which has been selected for its good coverage of the required elements of the mathematics programmes of study. The scheme contains regular assessments and these provide valuable information for

teachers, which they use effectively in planning. There is a good range of resources to support mathematics, although the use of information technology to support work at Key Stage 2 is unsatisfactory.

Science

103. Standards of attainment are judged to be good at the end of both key stages and broadly above what might be expected of pupils who are aged 7 and 11. National performance data gives little helpful information for comparisons to be made, as a very small number of pupils are tested each year. Although attainment can fluctuate from year to year, nevertheless all the evidence indicates that standards in the school are rising. The school plans to raise them further.

104. In Reception and at Key Stage 1, pupils learn to observe and describe living things and events. They draw sketches and record their findings in simple sentences. They learn about the human body and the importance of diet and exercise. The majority are beginning to understand the principles of scientific testing and are learning to be aware of the need for fair testing. They have a good knowledge of materials in common use and can sort them according to their different properties. They learn that objects can be altered by squashing, bending, twisting and stretching, making clear observations and appropriate comparisons. They can predict and describe how heating can change some materials, with a sensible understanding of the dangers of hot water and naked flames. By the end of Key Stage 1, they have developed some enquiry skills which enable them to carry out investigations. They record their findings in words and diagrams and are developing a useful scientific vocabulary.

105. At Key Stage 2, pupils become more competent at carrying out a variety of investigations. They investigate moving toys which contain a rotating mechanism; they make models using construction kits looking closely at the movement made by the mechanism and showing an awareness of the appearance of the toys they have made. They learn that every material has characteristics which can be identified. They are given good opportunities to plan investigations, deciding on variables and whether fair comparisons are made. During the inspection, a good lesson was seen when pupils conducted their own tests on several different types of paper to see which was best for clearing up a spill of liquid. They came to appropriate conclusions, using fair scientific enquiry. By the end of the key stage, pupils have good close observational skills and are able to make sensible hypotheses. They understand the need for fair testing and can effectively design their own

experiments and record their findings appropriately.

106. Overall, pupils make good progress at both key stages. At Key Stage 1, they learn how to conduct investigations, following instructions carefully and recording their results in a variety of ways. Pupils with special educational needs are given good support and make appropriate progress. Pupils are generally interested in their work and obviously enjoy their science lessons. They listen well to instruction, answer questions, carry out investigations with confidence and co-operate well in groups. Older pupils are supportive towards the younger ones. Equipment is used with care.

107. The quality of teaching is good at both key stages. Teachers plan a range of interesting activities, instruction is clear and searching questions which foster scientific thinking are used. There are appropriate resources and good use is made of a 'Science Test Planner' format. Links are made between science and other subjects, such as mathematics, design and technology and geography, and there are opportunities for pupils to develop their writing skills. Pupils are given responsibility for their own learning. Visits, such as the one to Manchester Science and Industry Museum, enhance learning.

108. Good use is made of the nationally prescribed scheme of work and a policy is in place. The school is well resourced to teach the requirements of the National Curriculum. Science is taught as part of ongoing topics and some aspects are enhanced by the good natural

environment surrounding the school. Although there is some formal assessment, there is recognition of the need to further develop assessment to more effectively monitor pupils' attainment and progress.

OTHER SUBJECTS OR COURSES

- Information technology

109. During the previous inspection, standards in information technology were judged to be satisfactory at both key stages. At that time, the subject lacked a scheme of work to guide teachers' planning. Standards of attainment and progress for all pupils, including those with special educational needs, are now good at the end of Key Stage 1. At the end of Key Stage 2, standards of attainment and progress are unsatisfactory. The school is now following national guidance for information technology, which it is adapting to suit its needs.

110. At Key Stage 1, pupils learn to use a word processor to write stories. They quickly become confident when using the computer. They can edit and correct text and use the shift and return keys. When writing on screen, pupils learn to use capital letters and full stops correctly in their work. Pupils can

control the computer using the keyboard and the mouse. In an adventure game, pupils use a range of keys and follow commands that are given on the computer screen. They move the cursor and select their required choice using the arrow keys and the return or enter key. Pupils use art software to draw pictures, showing good co-ordination when they control the mouse. Information technology is used effectively to support work in English and mathematics. For example, pupils read words and select appropriate word endings. When a program is completed they select a different reading game from the menu. Pupils learn to control a programmable floor toy to move around the floor. By the end of Key Stage 1, pupils are proficient in the use of the mouse and the keyboard and use their skills to tackle unfamiliar programs. They are able to word process and draw with some skill.

111. At Key Stage 2, pupils learn how to change the appearance of text by selecting different styles and sizes of font. They learn about the different parts of newspaper articles in preparation for writing an article of their own. They can distinguish between headlines and headings, text and captions. They hand write draft articles ready to enter onto the computer. Pupils work with a number of different word processing packages. They undertake spell check exercises and use the find and replace facility. Pupils can save their work to disk and print their work out. Information technology is sometimes used to support work in mathematics and English but this requires further development. Pupils practise their number bonds, spelling and dictionary skills. They use the computer for research in science, such as when studying the human body. By the end of Key stage 2, control technology is underrepresented in their work.

112. Pupils at both key stages have used a digital camera to photograph their work in physical education. At Key Stage 2, pupils have used a video camera to record work in physical education. They plan to record a lesson later in the year and use the tapes to evaluate their own work and identify how they have progressed.

113. Progress is good at Key Stage 1 and unsatisfactory at Key Stage 2. At Key Stage 1, pupils' skills, knowledge and understanding of information technology are developed systematically. They have good access to computers and have frequent opportunities to practise their skills. Pupils with special educational needs make very good progress in information technology. At Key Stage 2, work is carefully planned to offer all pupils tasks which are appropriate to their needs, but their rate of progress is adversely affected by the unsatisfactory level of resources in Key Stage 2. Pupils are slow to complete units of work because they have to wait to use computers and printers. There is an insufficient number of machines that can be used for researching work using CD-ROMs. The range of software that pupils use is affected by the suitability of the available machines to run particular programs.

114. Pupils respond well in information technology and they enjoy using

computers. They co-operate well and help and support one another in their work. They take turns and persevere with programs which they find more difficult, often solving the problems which arise without help. They discuss their work in pairs whilst working and sometimes negotiate with one another to agree their answer. If they are unable to solve their problems, they willingly seek help from adults.

115. In the one lesson seen at Key Stage 1, teaching was very good. Pupils are encouraged to work independently and without adult intervention whenever possible. Software is carefully selected to suit the needs of the children working on the computer and set at an appropriate level of difficulty. Sensitive, periodic intervention ensures that pupils sustain a good level of progress throughout the lesson and careful pairing of pupils allows effective use of peer tutoring. Good use of questions assists the teacher's ongoing assessment of pupils' learning. Praise is used effectively and gives encouragement to less confident pupils.

116. Teachers use national guidance to support their planning and their records show that work is planned to fully meet the requirements of the National Curriculum. There are good links with other subjects at Key Stage 1 and satisfactory links at Key Stage 2. The school has identified the need to improve resources for Key Stage 2. Additional plans include the development of assessment and recording procedures. The co-ordinator for information technology offers good support and guidance.

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Religious education

117. A scrutiny of the evidence provided by pupils' work, indicates that standards of attainment are sound across the school and that pupils at both key stages make sound progress. The work meets the requirements of the locally agreed syllabus. Due to the lack of actual observation, there is insufficient evidence to make judgements on the quality of teaching and the pupils' response to it.

118. In Reception and at Key Stage 1, pupils are helped to understand that there are different types of world religions and are introduced to the beliefs and practices of some of them. They learn of Hinduism and Judaism, comparing their festivals of light of Diwali and Hanukkah. Most can recount the story of Rama and Sita and explain why Diwali is celebrated. Pupils learn about rangoli patterns and that divas are lit as a sign of the triumph of good over evil. They make their own divas out of clay. They learn of the Jewish use of the menorah and how Hanukkah is celebrated by lighting candles. They learn about the Bible and its rich vein of stories. They write a class poem to read at the harvest festival and write thank you prayers to God. Pupils begin to appreciate the purpose of hymns and prayers.

119. At Key Stage 2, pupils listen to stories from both testaments of the Bible and particularly enjoy the stories of the first Christmas and the first Easter. They prepare for Advent and learn of the events in the Holy Land leading to the birth of Christ, gaining an understanding of Roman occupation and the census which led to the journey of Mary and Joseph. In following the agreed syllabus they come to understand that there are six major world religions. Apart from the main emphasis on Christianity and its beliefs, they gain good insights into Judaism, Hinduism, Islam, Buddhism and Sikhism.

120. Pupils benefit from opportunities for reflection during the collective acts of worship, for example, they are asked to reflect silently on the assembly story and what it means to them, and open-ended questions are used to promote reflection. Pupils consider the meanings of the hymns they sing and listen to stories which reflect Christian values and the uniqueness of the individual. During assembly, pupils are attentive to stories, are willing to answer questions and give suggestions and are well behaved, joining in enthusiastically with the well chosen hymns. Sometimes, older pupils lead their own assemblies and do so with confidence.

121. Lessons in religious education valuably help to develop pupils' knowledge and understanding of different religious traditions; planned visits to a mosque and a synagogue are part of a strategy to further develop multicultural education. There is clear recognition that the school's rural and geographical position makes it important to address the issue of pupils growing up in a multicultural society.

122. The school follows the local education authority's agreed syllabus and scheme of work, supplemented by materials from the local diocese. There are plans to develop simple assessments. The subject is adequately resourced and appropriate use is made of religious artefacts, including ethnic musical instruments. The school makes good use of the local church and the Christmas service and harvest festival benefit from being held there.

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Art

123. No art lessons were seen during the period of the inspection but pupils' work on display and teachers' planning, indicate that pupils are receiving a relevant curriculum covering the required programmes of study.

124. In Reception and at Key Stage 1, pupils experiment with pencils, paint and textiles to create colour and texture. They are encouraged to closely observe natural and man-made objects and then produce detailed drawings and paintings. The work is linked with the topics being studied. Choosing their own media, they carefully draw cactus and aspidistra plants. They are introduced to the work of famous artists such as van Gogh and produce their own sunflower

pictures in the same style. Their own versions of 'Monet's Bridge at Giverny' are examples of careful, high quality work. They sketch the school, the church and the reading room. They make clay divas and models of rockets, houses and animals out of discarded boxes. Examples were seen of colourful paintings which required the pupils to choose and mix a range of shades and carefully drawn observational drawings in pencil and pastels. By the end of the Key Stage 1, they have experienced a range of both two- and three-dimensional work using different media.

125. At Key Stage 2, where work is usually linked to the ongoing topic, pupils continue to develop their skills. They compare the styles of various painters and the development of art through the ages. They consider the work of the Pre-Raphaelites. They study and then produce their own paintings of William Holman-Hunt's 'The Light of the World'. They create colourful Indian paper batiks. They make model animals using plaster bandages. By the end of the key stage, they have experienced a structured programme of activities which requires them to use the specific skills and knowledge they have acquired in painting, drawing and in three-dimensional work.

126. The work seen evidences sound progress. Displays in the school show the progression in observational drawings and paintings and there is photographic evidence of a wide range of appropriate activities. Art supports topic work and is used well in other areas of the curriculum, such as geography and history. Resources are good and readily available. The policy has recently been updated although a scheme is now needed to provide guidance on the continuity and progression of skills. Assessment is informal. Artwork is carefully displayed, thus celebrating the pupils' work, brightening the environment and supporting the ethos of the school.

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- **Design and technology**

127. The previous inspection judged that standards of attainment in design and technology were satisfactory. During this inspection, no design and technology lessons were seen. Evidence from teachers' planning and records, from work seen, from photographs and from discussions with pupils, indicates that all pupils, including those with special educational needs, make sound progress throughout both key stages in developing their skills in planning, making and evaluating. Teachers' planning and the scheme of work show that pupils' receive full coverage of the National Curriculum.

128. At Key Stage 1, pupils learn about the need for hygiene when handling food. They learn of the importance of washing their hands and of handling knives and graters with care and talk about how a grater is used. They use kitchen tools to prepare fruit and vegetables; they cook apples and sample them and record their work in pictures and writing. Pupils' progress over time is

illustrated in the differing detail that is shown in their work across the key stage. Their increasing understanding is demonstrated in the work that they record, with the oldest children completing work that has good, detailed diagrams. Pupils are taught a variety of methods of joining materials to make fixed and moving joints. They practise their cutting skills on cardboard and fabric. Good use is made of a variety of construction kits. By the end of Key Stage 1, pupils are set tasks which require them to build models for a particular purpose. They evaluate these with the help of the teacher and improve their designs to more closely meet the task's requirements.

129. At Key Stage 2, pupils disassemble simple push toys to look at the mechanisms which make them move. They design a simple moving toy of their own using a rotating mechanism similar to the one that they have examined. They make models from their designs and evaluate the finished product, considering how their work can be improved. As pupils progress through the key stage, their work shows increased detail. By the end of the key stage, some pupils are able to draw designs showing cross-sections of their planned work. They apply previous learning to their latest project, such as when joining materials or when adding wheels to their models. Construction kits are used effectively to meet challenges set by teachers. For example, pupils are challenged to move objects a set distance, applying learning about friction and materials from their work in science.

130. With the help of a governor, pupils from both key stages learn to use woodwork tools safely. They make models of cars and boats out of wood. Pupils also learn to sew and make cross-stitch pictures. Older pupils make their own designs for their pictures. Good attention is paid to health and safety issues.

131. Staff work together to co-ordinate work in design and technology. Work follows national guidance, which is being adapted to suit the needs of the school. Staff have a sound knowledge of the subject. Work is planned to be open-ended, allowing pupils to attain at levels appropriate to their prior learning and offering suitable challenge for all pupils. Resources are satisfactory and sufficient to meet the requirements of the National Curriculum. Future developments include improving pupils' recording of their designing and evaluation, a review of planning to give work additional structure and the development of assessment and recording procedures.

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- **Geography**

132. In Reception and at Key Stage 1, pupils study the surrounding area and start to learn about their own community in relation to others. They create a map of the area and one to depict a walk undertaken. They study how land and buildings are used in and around the school. They learn to follow directions,

using globes, maps and plans. They begin to use geographical vocabulary. Pupils compare living in the Buxton area with living in the fictitious Isle of Struay, which they study to identify its physical and human features. They learn where Struay is supposed to be and what it is like. Through the travels of their mascot, 'Bertie Bear', they extend their geographical understanding by locating a variety of places at home and abroad which Bertie has visited through real journeys with both adults and children; this is evidenced by actual photographs of the bear in various locations and countries. Pupils collect and interpret simple weather records and learn about the changes of seasons and the characteristics of each one. By the end of Key Stage 1, pupils are developing a geographical vocabulary and have early experience of geographical enquiry.

133. At Key Stage 2, pupils extend their knowledge of the local area and recognise the important features which give Peak Forest its character. They study the village of Chembakolli and learn of its landscape, industry, occupations, homes and school. They have an understanding of different features, such as location and weather and can contrast these in different areas. They develop mapping skills using six figure co-ordinates and learn to use maps to respond to geographical questions, locating continents, countries, mountains and rivers. They show enthusiasm when identifying places they know on various maps. They learn to use and interpret plans, maps and globes on a variety of scales, including one of the local area. By the end of Key Stage 2, pupils have a sound understanding of how to use different sources of evidence to discover information about different locations. They use the information to compare and contrast aspects of their lives with those of others. All pupils, including those with special educational needs, make sound progress.

134. The quality of teaching observed was good at Key Stage 1 and satisfactory at Key Stage 2. Teachers give clear explanations and further learning through good questioning skills. At Key Stage 1, the adventures of the mascot are successfully used as a way of extending geographical understanding. Pupils are eager to answer questions and make observations and most respond well to the work. They co-operate well with one another and make sound progress. The very good quality of relationships enhances the teaching and makes learning an enjoyable process.

135. There is a recent policy and the school is making effective use of the nationally prescribed scheme of work. Good links are made to other curriculum areas, such as the work in literacy. There is clear recognition of the need to develop the work and introduce assessment arrangements. Good use is made of topic boxes provided by the local education authority's loan service. Use of the school's own grounds, the village and visits to places further away, such as Llandudno and Southport, add to the quality of experiences offered to children.

- **History**

136. No lessons were observed during the period of the inspection, so firm judgements can not be made about the quality of teaching and the pupils' response to it. Evidence from discussions with pupils, scrutiny of work, teachers' planning and displays, indicates that pupils are receiving a curriculum which covers the appropriate programmes of study. The work indicates that most pupils are making sound progress.

137. In Reception and at Key Stage 1, pupils consider their own lives and, through a topic on 'Ourselves', they develop an understanding of the passing of time by comparing their own lives with those of older people. Local villagers tell pupils what it was like when they went to school. Pupils are introduced to history through stories, pictures and artefacts. They learn about the lives of famous people from the past, such as Florence Nightingale and Grace Darling. They study Chatsworth House and visit the farm there. By the end of Key Stage 1, pupils are aware of the major differences between their life and that of their parents and grandparents. Through making use of a time line, they begin to develop a sense of chronology.

138. At Key Stage 2, pupils begin to understand the reasons for changes which have taken place in history. By studying Romans, Greeks and Tudors, pupils learn about life through the ages and the reasons for the different lifestyles. They learn of important kings and queens. They learn of Henry VIII and why he had so many wives. They learn about the appearance of Henry and his wives from their portraits. They are able to place Tudors within the context of British history. Near to home, they study the village, including their own school and the church. They find out about the local lead mines and Peak Forest canal. By the end of the key stage, they have used some sources of evidence, such as books, reports and artefacts to find out about life in different phases of history. They can distinguish between firm evidence and things which might be true.

139. Work samples indicate that some unsatisfactory use is made of worksheets when too much emphasis is given to knowledge and understanding and not enough on working from historical resources. The worksheets are not always well matched to pupils' capabilities, especially those of the higher attainers who are capable of more independent work. Pupils benefit significantly from work associated with visits to the local buildings and visits to places further afield such as Buxton Museum and Peveril Castle.

140. The subject is adequately resourced with good use being made of topic boxes from the local education authority loan service. The school is beginning to make good use of the new nationally prescribed scheme of work which can help to develop assessment in history.

Music

141. The previous inspection judged standards in music to be good in relation to pupils' abilities and teaching to be good. During this inspection one music lesson was seen at Key Stage 2 and pupils were heard singing during assembly. On the basis of this evidence together with that from teachers' planning and records, all pupils, including those with special educational needs, make satisfactory progress throughout both key stages.

142. Pupils generally sing tunefully and most sing with enjoyment. Their diction is usually clear and they sustain the beat in songs satisfactorily. All singing heard was unaccompanied. Where hymns were less well known, pupils had difficulty in following the teacher's voice; this detracted from the quality of singing. At Key Stage 1, pupils learn about the different elements of music such as pitch, duration and structure. They learn to identify high and low notes and long and short sounds. They look at musical notation and notice what happens to the notation when the sounds that they hear are high or low. At Key Stage 2, pupils listen to the work of well known composers, such as Mozart, Bach and Rimsky-Korsakov and discuss the images and feelings that are brought to mind by the pieces that they hear. They identify some of the instruments that they hear and comment on the mood conveyed by the piece of music. They learn about the lives of composers. For example, they recall that Vivaldi was a music teacher at a girls' school and he composed for his pupils.

143. The quality of teaching in the one lesson seen was satisfactory. Teachers' records and planning indicate that pupils are offered opportunities to sing, compose and perform, as well as listening to and appraising a variety of musical compositions. Teachers engage in research to ensure that they are well informed and prepared for their lessons. Work sometimes lacks suitable opportunities for pupils of differing abilities to attain at levels appropriate to their prior learning and tasks sometimes lack suitable challenge.

144. Pupils participate well in musical activities, choosing hymns for assemblies when asked. A few pupils take instrumental lessons from a peripatetic teacher and opportunities are given for all pupils to learn to play the recorder. At Key Stage 2, pupils listen thoughtfully to music that they hear and try to hum the tune that is being played. They make considered responses about the music that they hear. All pupils, including those with special educational needs, develop their cultural awareness through music. They listen to and appraise music from different periods of history and from different cultures.

145. There is no co-ordinator for music, and, as a result, the subject lacks

consistency and clear educational direction. The lack of a scheme of work sometimes results in unsatisfactory continuity and progression, particularly for older pupils. Teachers use all of their musical skills to ensure that pupils receive a broad and varied musical education which meets the requirements of the National Curriculum. Resources for music are satisfactory, but the staff available are not always those with sufficient expertise to make effective use of them, for example, to play the keyboard to accompany pupils' singing. Pupils at both key stages benefit from participating in a music festival held in Buxton, where they work with a professional musician. During the festival they perform with pupils from other schools in the area. A policy for music is being prepared but assessment procedures have still to be developed.

- **Physical education**

146. No lessons were seen in physical education during the inspection and there is insufficient evidence on which to make an appropriately informed judgement about pupils' progress. The work is significantly disadvantaged by the lack of a school hall. Some use is made of the village reading room but, although a climbing frame has recently been bought, there is unavoidably a lack of structural apparatus. Activities are therefore largely restricted to floor work, which prevents full access to the programmes of study in gymnastics. The floor was criticised in the previous report; it is still uneven although there are plans to relay it. In the warmer weather, the school makes good use of the nearby recreation ground. Despite the problems, planning does indicate that the school tries to offer a range of experiences to pupils as best they can. Some physical education takes place on the playground, but this is disadvantaged by its small size.

147. In Reception and at Key Stage 1, pupils develop and practise the skills of travelling with, sending and receiving a ball. They learn to play simple games and to follow rules. They learn to explore moods and feelings and respond to music through dance. They develop the skills of jumping, balancing and travelling using hands and feet.

148. At Key Stage 2, pupils continue to develop dance and games skills and improve their ball handling skills. They practise ball skills and are given opportunities for small and large team games. Pupils develop athletics skills. Girls and boys enjoy the physical activities provided. Pupils learn simple traditional folk dances. Evidence suggests that they gain good swimming skills.

149. Although there is a recent policy, the school lacks a scheme of work to guide the teaching and learning. Some use is made of materials commercially provided in bags with resources and guidelines. Although best use is made of

what is available, the facilities are far from ideal. The work is supported by a good level of resources. The provision of swimming is an important part of the programme, with all Key Stage 2 pupils benefiting from weekly lessons at the local pool. There are extra-curricular clubs for dance and games. There are few opportunities for both boys and girls to take part in inter-school games and tournaments. At certain times of the year, pupils benefit from specialist teaching in mini-cricket and football.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

150. A team of three inspectors worked in the school for six days. A total of 25 lessons or parts of lessons were observed during the inspection. Inspectors also observed registration, assemblies, lunchtimes and playtimes. Discussions were held with the headteacher, staff, parents and governors. Pupils talked to inspectors about their work and 50 per cent of the pupils were heard to read. All documentation provided by the school was scrutinised, including reports, records and teachers' planning. A sample of pupils' work from all year groups was examined in detail to assess pupils' attainment over time. Work on display in the school and photographic evidence was examined. The registered inspector held a meeting for parents.

DATA AND INDICATORS

151. 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	36	1	2	0

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	2.2
Number of pupils per qualified teacher	16.4 : 1

Education support staff (YR – Y6)

Total number of education support staff	2
Total aggregate hours worked each week	15

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Primary schools

Average class size:

18

Financial data

Financial year:

1998/99

	£
Total Income	80,036
Total Expenditure	76,993
Expenditure per pupil	2,566
Balance brought forward from previous year	7,749
Balance carried forward to next year	10,792

PARENTAL SURVEY

Number of questionnaires sent out:

36

Number of questionnaires returned:

22

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	95	5	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	91	9	0	0	0
The school handles complaints from parents well	58	26	16	0	0
The school gives me a clear understanding of what is taught	55	45	0	0	0
The school keeps me well informed about my child(ren)'s progress	73	27	0	0	0
The school enables my child(ren) to achieve a good standard of work	77	23	0	0	0
The school encourages children to get involved	73	27	0	0	0

in more than just their daily lessons
 I am satisfied with the work that my child(ren)
 is/are expected to do at home
 The school's values and attitudes have a positive
 effect on my child(ren)
 The school achieves high standards of good
 behaviour
 My child(ren) like(s) school

45	50	5	0	0
77	23	0	0	0
73	27	0	0	0
68	27	5	0	0