

INSPECTION REPORT

Stanton in Peak C E Primary School

Stanton in Peak

LEA Area: Derbyshire

Unique Reference Number: 112856

Inspection Number: 188113

Headteacher: Mrs S Howarth

Reporting inspector: Mr G R Alston

Dates of inspection: 15 - 17 November 1999

Under OFSTED contract number: 707187

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	School Lane Stanton in Peak Matlock Derbyshire DE4 2LX
Telephone number:	01629 636301
Appropriate authority:	The governing body
Name of Chair of Governors:	Mr H Wright
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mr A Smith, Lay Inspector		Attendance Attitudes, behaviour, personal development Support, guidance and pupils' welfare Partnership with parents and the community
Mrs S Duggins	English Information technology History Geography Music Religious education	Curriculum and assessment Pupils' spiritual, moral, social and cultural development Staffing, accommodation, learning resources

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MAIN FINDINGS

What the school does well

- Many examples of good teaching were seen in both classes. No teaching was unsatisfactory. This

Where the school has weaknesses

- I. In science, pupils' investigative skills are not sufficiently well developed to enable them to achieve the higher level.
- II. The number of pupils in the school has risen, particularly in Key Stage 2; currently the best use is not made of part-time staff to improve the ratio of pupils to teachers in lessons.
- III. Children who are under five do not have an outdoor play area or appropriate equipment.
- IV. In most subjects there is no precise record of what pupils have achieved or of the progress they have made in their lessons.

The weaknesses are far outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school had very few areas highlighted in the last inspection report as being in need of improvement. However, it has made sound progress in its planned programme of improvement, but further improvements are still needed. The school has developed a systematic approach to the teaching of handwriting and standards have risen. However, the quality pupils produce in their handwriting books is not always transferred into their other written work. Assessment procedures have been reduced to a manageable level but do not give a precise picture of pupils' attainment in most subjects. The priorities the school has identified for development along with its strong management and commitment to higher achievement, gives the school a satisfactory capacity for further improvement. The school has set itself appropriate targets for national tests, which it is on course to meet.

Standards in subjects

Overall, pupils' attainment on entry to the school is around the expected level and pupils' attainment on leaving the school is above the expected level in most subjects including English and mathematics. The school has maintained the good standards identified in the previous report in English and mathematics and improved standards in English in Key Stage 1; pupils' attainment at the end of both key stages is above the national average. However, in science pupils' attainment is not as good as previously identified and is in line with the national average. The school has plans to further raise standards through a planned programme of review similar to that undertaken for English and mathematics. Due to such small numbers it is not appropriate to compare the school's results at the end of key stages with national data or with other similar schools. However, in the 1999 national tests 78 per cent of pupils achieved the expected level (Level 2) in reading, writing and mathematics by the end of Key Stage 1. By the end of Key Stage 2, 88 per cent reached the expected level (Level 4) in English, mathematics and science. In information technology, pupils' attainment at the end of both key stages is in line with national expectations and in religious education pupils achieve the levels expected of the locally agreed syllabus. Children under five make good progress in the reception class and, by the time they reach compulsory school age, they achieve levels above those expected of the Desirable Learning Outcomes in most areas of learning. The exceptions are in their physical and creative development where standards are at the expected level. A lack of outdoor play facilities limits children's progress in these areas of their development. At the end of Key Stage 2, pupils' standards of work are above the level expected for their age in art, design and technology, geography and music. This shows an improvement in art. Progress of the majority of pupils is good in most lessons. In Key Stage 2, in a minority of lessons the wide age range and large numbers of pupils has a detrimental effect on pupils' progress. Due to the way the timetable is organised it was not possible to see any lessons in history across the school or in physical education in Key Stage 2; therefore no judgement could be made as to standards or progress. Pupils with special educational needs make good progress, particularly in the literacy and numeracy sessions when they receive good support from non-teaching staff. There is no significant difference in the progress that boys make in comparison to girls.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	N/A	Satisfactory	Satisfactory
Information technology	N/A	Satisfactory	Satisfactory
Religious education	N/A	Satisfactory	Satisfactory
Other subjects	Good	Good	Good

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

The school has generally maintained the good quality of teaching highlighted in the last inspection. The good quality of teaching has been maintained in most subjects, the exception being science. A number of factors have contributed to the consistently good quality of teaching and to the change in science. The new member of staff is of good quality and the school has in recent times given a major focus in terms of staff training and resourcing for the introduction of the National Literacy and Numeracy Strategies. As a result, the teaching of science has not been reviewed and staff training has not taken place. However, the school has clear plans to review science with a major focus similar to that followed for English and mathematics. Overall, the quality of teaching is good resulting in pupils making good progress. Due to the way the curriculum is organised it was not possible to judge the quality of teaching in history across the school or of physical education in Key Stage 2 or music in Key Stage 1. In all of

the lessons observed the teaching was at least satisfactory; being good in 68 per cent of the lessons. For under-fives 75 per cent of the teaching was good and in both key stages 67 per cent of the teaching was good. A strength of the teaching is the sound subject knowledge that teachers have good management of pupils and the very good relationship they have with their pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	All pupils behave very well, exhibiting good levels of self-discipline in and around school.
Attendance	Good; above the national average.
Ethos*	A warm, caring atmosphere; pupils are well motivated and show interest in their lessons; relationships are very good. There is strong commitment to high achievement.
Leadership and management	Good; governors are very supportive; headteacher leads well, good support from all staff. Development plan lacks breadth.
Curriculum	Good; effective planning; strong emphasis on literacy and numeracy. Stimulating for under-fives; lack of facilities for regular outdoor play in reception. Assessment lacks precision.
Pupils with special educational needs	Good quality support is provided in lessons; appropriate individual education plans in place, effective help from non-teaching assistants with literacy and numeracy work.
Spiritual, moral, social & cultural development	Very good; strong provision on developing pupils spiritually, socially, morally and culturally.
Staffing, resources and accommodation	Satisfactory levels. Spending on teachers is below the average. Resources at least adequate in most subjects except information technology where they are unsatisfactory; inside of school is clean and attractive, displays are a feature.
Value for money	Good; taking into account the above average amount of money the school receives per pupil, the average attainment on entry, the good standards attained, the good teaching and good progress made by pupils.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<p>V. The school encourages parents to play an active part in the life of the school.</p> <p>VI. School is approachable.</p> <p>VII. The school's values and attitudes have a positive effect on pupils.</p> <p>VIII. Pupils enjoy going to school.</p> <p>IX. School enables pupils to achieve good standards both academically and in their behaviour.</p>	<p>X. The information the school gives about</p> <p>XI. Pupils are not encouraged to get involved</p>

Inspectors' judgements support parents' positive views. Inspectors' judgements do not support parents' negative views. The school provides sufficient opportunities for parents to discuss their children's progress through parents' evenings and has an open door policy. The school has provided information about what is taught through meetings for example, about the literacy hour, and has plans for a similar meeting about the numeracy hour. The school provides a good range of activities for pupils to attend out of normal school time.

KEY ISSUES FOR ACTION

In order to further raise standards and improve the education the school provides for its pupils the governors, headteacher and staff should:

- i. Raise standards in science by implementing the planned programme of improvement highlighted in the school development plan, similar to that followed for English and mathematics. (paragraphs 8, 24, 96 and 97)
- ii. Revise current levels of, and the deployment of part-time teaching staff in the light of increased pupil numbers, particularly in Key Stage 2. (paragraphs 23, 54 and 61)
- iii. Improve the quality of assessment and recording of pupils' attainment by:
 - XII. developing procedures which will give a more precise picture of what gains pupils have made in their knowledge and understanding or of the skills they have acquired in their lessons;
 - XIII. compiling portfolios of pupils' assessed work in English, mathematics and science, so that they can be used as a reference points for staff in making judgements about pupils' work. (paragraphs 33 and 34)
- iv. Ensuring children who are under five have regular access to outdoor play by:
 - XIV. providing a range of appropriate large play equipment;
 - XV. developing a secure, accessible area. (paragraphs 5 and 65)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs (82) further improve handwriting; (106) better provision for information technology coverage; (107) extend resources for information technology; (52) broaden the school development plan, (48) facilities for physical education and (56) information about curriculum topics for parents.

INTRODUCTION

Characteristics of the school

1. Since the previous inspection which took place in March 1996 the number of pupils attending the school has significantly increased. Stanton in Peak C E School provides education for pupils in the four to 11 age range. There are 58 pupils in the main school; 28 boys and 30 girls. The school is situated in the village of Stanton in Peak and serves families in the surrounding area. The school was built in the 1871 and has two classrooms. There is no nursery, but there are five children who are under five in the reception class. Children start in the reception class in September if their fifth birthday is before the end of December and in January if their fifth birthday falls between January and the end of August.
2. Most pupils come from owner occupied properties although, a small minority come from rented accommodation. Very few pupils come from minority ethnic backgrounds. Most pupils attend

a local playgroup before starting school and children's attainment on entry is in line with the nationally expected level for their age. Eight pupils have special educational needs at Stage 2 or above in the Code of Practice, two of these pupils have a Statement of Special Educational Need. A further three have been identified at Stage 1 in the Code of Practice. At present there is one pupil (two per cent) who is eligible to a free school meal, this is well below the national average.

3. The priorities the school has identified are concerned with introducing the National Literacy and Numeracy Strategy, curriculum development, assessment and target setting. The school has set appropriate literacy and numeracy targets for the future which it is on line to achieve. The school's mission statement is 'We see our school as a major feature in the community; a learning environment in which the interaction with caring adults should enable the children to develop to their full potential as happy individuals. A focus on spiritual and moral values helps to encourage sensibility to others and to their surroundings near and far, and inspiration to look to the future'.

3. **Key indicators**

Due to such small numbers it is not reliable to compare the school's results at the end of key stages with national data or with other similar schools. However, in the 1999 national tests 78 per cent of pupils achieved the expected level (Level 2) by the end of Key Stage 1 and 88 per cent reached the expected level (Level 4) by the end of Key Stage 2. Due to such small numbers who took the tests is not appropriate to make comparisons with test results and with attainment shown by current Year 2 and 6 pupils where numbers of pupils with special educational needs vary and have such an impact on the results.

3. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised absence	School	%
		National comparative data	4.0
	Unauthorised absence	School	5.7
		National comparative data	0
			0.5

3.

3. **Exclusions**

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

3. **Quality of teaching**

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

3.

3. PART A: ASPECTS OF THE SCHOOL

3.

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

3. Attainment and progress

4. Due to such small numbers it is not appropriate to compare the school's results at the end of key stages with national data or with other similar schools. However, in the 1999 national tests 78 per cent of pupils achieved the expected level (Level 2) by the end of Key Stage 1 and 88 per cent reached the expected level (Level 4) by the end of Key Stage 2. Due to such small numbers who took the tests is not appropriate to make comparisons with test results and with attainment shown by current Year 2 and 6 pupils where numbers of pupils with special educational needs vary between different year groups and have such an impact on the results. The school has maintained the good standards identified in the previous report in English and mathematics and in English have improved standards in Key Stage 1. However, in science standards are not as good. In English and mathematics pupils' attainment at the end of both key stages is above the national average and all pupils, including pupils with special educational needs, make good progress over time. In science pupils' attainment is in line with the national average and pupils make satisfactory progress. There is no significant variation in the progress made by boys in comparison to girls.
- 4.
5. From the evidence of assessment of children on entry it is evident that overall the attainment of children is at the level expected for their age, although there is a wide range of levels of attainment. Overall, the under-fives make good progress in the reception class, and, by the time they reach compulsory school age they achieve the Desirable Learning Outcomes in their physical and creative development; and higher standards in personal and social development, language and literacy, mathematics and their knowledge and understanding of the world. A lack of outdoor play facilities and limited opportunities for imaginative play restricts children's progress in their creative and physical development. Most children are confident and articulate in talking and enjoy listening to stories. In reading, they are familiar with letters and their sounds and can compose simple sentences in their writing. In mathematics, they can count to 20 both forwards and backwards, and recognise numerals to ten. They share equipment well and are beginning to work collaboratively. They are developing good attitudes to learning, sustain concentration, persevere with their work and show some independence.
6. Overall, pupils' attainment in English by the end of both key stages is above the national average. In both key stages, progress is good in reading, speaking and listening and in writing. By the end of both key stages, pupils' attainment is above national expectations in speaking and listening, reading and writing. By the end of Key Stage 1, the majority of pupils listen carefully and are becoming confident in expressing themselves clearly for example, in explaining weekend events using complete sentences and selected descriptive vocabulary. By the end of Key Stage 2, the vast majority of pupils listen purposefully and contribute well to class discussions asking interesting questions when relevant. In reading, all pupils talk about the books they like and read regularly. By the end of Key Stage 1, most pupils can successfully attempt to read unknown words. The most fluent, confident readers are beginning to read short, simple novels and read with good expression. By the end of Key Stage 2, the best readers are able to discuss their favourite authors and why they like their books. Pupils have good information finding skills; these include the ability to access information from the computer. In writing, by the end of Key Stage 1, many pupils' writing is imaginative and well constructed. They plan stories well. Pupils' handwriting is mainly cursive but they still have difficulty with correct letter formation. Pupils have good strategies for spelling words with regular patterns.

By the end of Key Stage 2, higher and average attaining pupils use good expressive language and grammatical awareness in a variety of well-structured and planned work. Pupils' skills in spelling are appropriate, and handwriting is accurate and fluent. Overall, in English progress is good for all levels of attainment, including those with special educational needs. In speaking and listening pupils make good gains in their ability to express thoughtful ideas about their work in the plenary session at the end of the lesson. In reading, higher attaining pupils have made good gains in their ability to make very detailed analyses of plot and character and in their knowledge and understanding of the library systems of classification. In writing, higher and average attaining pupils make steady progress in their ability to write at length and for specific purposes.

7. Pupils' attainment in mathematics is above the national average by the end of both key stages. All pupils, including pupils with special educational needs, make good progress in both key stages. By the end of Key Stage 1, most pupils are confident in their understanding of place value and can use this knowledge effectively in addition and subtraction of two digit numbers. Most pupils' understanding and use of appropriate mathematical language are good. They have a sound knowledge of shapes and can tackle problems in a systematic way. By the end of Key Stage 2, all pupils have rapid recall of multiplication facts up to the ten times tables. Most pupils are confident in developing their own strategies for solving problems and can ably explain their reasoning. Pupils make sound progress in understanding fractions, decimals and percentages. Data-handling skills are good and in many instances pupils use appropriate computer programs well. Pupils' knowledge of shape, space and measures is sound. In mathematics, pupils' progress in the knowledge and understanding of number through both key stages is enhanced through regular practice in mental calculation and revision of number facts. In a minority of lessons due to large numbers of pupils in the Key Stage 2 class, the time devoted to supporting one year group means that other year groups are not always sufficiently well challenged. This is because the teacher is unable to effectively question pupils as they work in order to extend their thinking. At other times, pupils are unable to work to their full capacity although the work is always well matched to their abilities because they have to wait for the teacher to help them when they have a difficulty.
8. In science, pupils' attainment by the end of both key stages is in line with the national average. Overall, progress is satisfactory, although at times, higher attaining pupils are not challenged. By the end of Key Stage 1, pupils have a satisfactory scientific approach and exhibit sound skills in observation and communicating their findings. By the end of Key Stage 2, a significant number of pupils do not have the ability to recognise the need for a fair test, although planning and carrying out their own experiments and selecting relevant equipment are satisfactory. Pupils have a sound knowledge of the natural world, materials and their properties and the physical world.
9. In information technology, pupils' attainment is in line with national expectations by the end of both key stages. All pupils, including pupils with special educational needs make satisfactory progress. By the end of Key Stage 1, most pupils are confident in the use of a 'mouse' and can select items on the screen. They can program a moveable toy to go in a variety of directions and distances and are beginning to appreciate the impact of control technology in everyday life. By the end of Key Stage 2, the majority of pupils have appropriate skills in word processing, can save their own work, and find information on the CD-ROM and use icons and menus. They have constructed traffic lights and written a sequence of instructions for computer control.
10. By the end of both key stages, attainment in religious education is in line with standards expected in the locally agreed syllabus. The majority of pupils make satisfactory progress, including those with special educational needs. Pupils have a wide knowledge of Christianity,

and a sound knowledge of other religions, such as Hinduism. They are able to discuss their own views and feelings about such matters as rules and compare faiths with appropriate maturity and respect. They are quick to learn new information and have good recall of previous topics they have covered.

11. In art, design and technology, geography and music, all pupils make good progress in both key stages so that by the time they leave the school pupils achieve standards above the expected level. In swimming all pupils reach the expected level by the end of Key Stage 2. In Key Stage 1, all pupils make satisfactory progress in physical education and achieve satisfactory standards by the time they leave the school. It was not possible to make a judgement on history as none is taught this half term and no physical education was seen in Key Stage 2. There has been an improvement in art in both key stages since the last inspection and that standards in all other subjects have been maintained. There is no significant difference in the progress made by boys and girls.
12. The school has made a good effort in introducing the National Literacy and Numeracy Strategies. Pupils' literacy skills, which are above the expected level are given sufficient emphasis in other subject areas. Pupils' writing skills are utilised appropriately; there are opportunities for pupils in Key Stage 2 to write at length or for different purposes, for example, in religious education and geography. Likewise, there are sufficient opportunities for reading for information. The learning in many subjects is enhanced by opportunities presented to pupils to use their research skills for example, in science, history and geography. Pupils' numeracy skills which are above the expected level are used appropriately to classify, compare and measure in several subjects, examples were seen in art, design and technology, geography, information technology and science. The school has set itself appropriate targets for literacy and numeracy that it is on course to meet.
- 12.
13. Both statemented and non-statemented pupils with special educational needs make good progress towards the targets set for them in their individual education plans. This is because teachers use pupils' individual education plans well in planning appropriate work for them to meet their targets and the effective support that they receive from education care officers. An example of this was in a literacy lesson in Class 2 when pupils were asked with the help of the education care officer to make a list of words to describe their pet, which was then developed into a simple poem. This provided pupils with the opportunity to contribute effectively to the lesson and raise their self-esteem.

13.

Attitudes, behaviour and personal development

13. The last inspection report found that the school was effective in creating a supportive and purposeful community, where behaviour was generally very good. The current inspection confirms this judgement; children under five and pupils in both Key Stage 1 and 2 behave very well and have very good attitudes to school.
14. On entry to school the majority of children have average personal and social skills. Very good attitudes to learning are promoted throughout the school and children work enthusiastically and are confident in their work. Children settle quickly into the school's routine and establish very good relationships with their peers and all staff. The personal and social development of children under five are very good and their attitudes are very positive.
15. The pupils in both Key Stage 1 and 2 enjoy their time in school and most pupils are keen to learn and are hard working. They are, in the main, well motivated and respond well to encouragement and praise offered by the good teaching. The pupils co-operate successfully in

offering constructive suggestions. They treat resources with care and tidy away efficiently after lessons. Pupils show a keen respect for property and there is an absence of litter in and around the school. The pupils acknowledge and take pride in each other's achievements.

16. Behaviour outside the classroom, at playtimes and at lunchtimes, is very good. Parents expressed their support and appreciation of the school's behaviour policy at their meeting with inspectors and there was no evidence of bullying observed during the inspection or mentioned by parents at the meeting. There have been no exclusions during the past year. Older pupils show a genuine concern and responsibility for the younger ones and behave well towards them. This is evidenced in the considerate way in which they intermix at playtimes; older pupils taking care that their games do not interrupt the younger pupils' activities. They are confident and friendly and converse courteously and freely with visitors. Pupils are trustworthy and know the difference between right and wrong.
17. The quality of relationships at all levels in the school is very good, resulting from the mutual respect and trust between pupils and staff. Confidence and self-esteem are valued in the school and consistently promoted by all the staff. Pupils of varying ages play well together and when given the opportunity to take responsibility, perform tasks efficiently, for example, the pupils' preparation and tidying away before and after lunchtimes. The pupils and staff show respect for differing points of view and relationships between the school community and the parents are very good, thus enhancing the personal development of the pupils.

18. **Attendance**

18. The findings of the previous inspection report regarding attendance have been maintained. Pupil attendance is good and the rate of attendance is above the national average. The rates of authorised and unauthorised absence are below the national average. There were no significant patterns of absence across the school or by individual pupils noted in the attendance registers. The greater majority of pupils arrive at school punctually and several arrive very early. This does ensure that there is an effective start made to lessons. The good attendance levels throughout the school have a positive effect on pupils' learning.

19.

QUALITY OF EDUCATION PROVIDED

19.

Teaching

19. The school has maintained the good quality of teaching highlighted in the last inspection. The quality of teaching has been maintained in most subjects, the exception being science. A number of factors have contributed to the consistently good quality of teaching and to the changes. The new member of staff is of good quality and the school has given a major focus in terms of staff training and resourcing for the introduction of the National Literacy and Numeracy Strategies. As a result, the teaching of science has not been reviewed. However, the school has clear plans to review science with a major focus similar to that followed for English and mathematics. Overall, the quality of teaching is good resulting in pupils making good progress. Due to the way the curriculum is organised it was not possible to judge the quality of teaching in history across the school or of physical education in Key Stage 2 or music in Key Stage 1. In all of the lessons observed the teaching was at least satisfactory; being good in 68 per cent of the lessons. Almost half of the satisfactory lessons were in religious education and physical education that would normally be taken by the teacher who was absent and, as a result class teachers had to teach lessons which had to fit in with previous teaching.

20. Overall, the teaching for under-fives is good. All the teaching was at least satisfactory with 75 per cent being good. Teachers' planning is carefully based on the 'desirable areas of learning' for children of this age. Relationships are very good and the teacher has a good understanding of the needs of young children in these areas. The education care officer and the teacher co-operate and work well together, planning suitable activities to build the children's confidence and skills in these areas of learning. In a good mathematics lesson aimed at increasing children's understanding of numbers to ten, the teacher interacted well with the children; good informal assessment took place leading to each successive step building effectively on children's past knowledge. The lesson was well organised to encourage children's independence and initiative in learning.
21. In Key Stage 1 the teaching is good. In the lessons seen the teaching was satisfactory or better in all lessons; being good in 67 per cent. In the good quality teaching, careful preparation provides a good range of resources to support pupils' learning and pupils are well motivated by praise and encouragement. The teacher has high expectations of pupils and they respond enthusiastically. Lessons are well planned and organised providing pupils with challenging tasks. An example of good teaching was in a shared reading activity when pupils discussed the setting and characters in the story 'Ten in the Bed'. Questioning was used effectively to promote and assess understanding. The teacher had high expectations of pupils and valued their contributions to the discussion. In the literacy and numeracy sessions, the teacher has established good classroom routines for pupils and there is an industrious working atmosphere. When parent helpers and education care officers are present they are used purposefully and provide good support for pupils for example, in mathematics. In less effective lessons, when the teacher has no non-teaching support it is difficult to effectively question pupils as they work, due to the wide range of ages, in order to further extend their thinking. For example, in a science lesson opportunities were missed with pupils to discuss how to develop the investigation using a fair test.
22. In Key Stage 2, the teaching is good. In all lessons the teaching was at least satisfactory being good in 67 per cent of the lessons. The best lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In a good English lesson when pupils were focusing on poetry for example, the teacher used an effective range of teaching strategies and had high expectations of what pupils could achieve and how they should behave. In this lesson, discussion and questions were used well to challenge pupils and to check understanding. Whole-class teaching was effective, but pupils also had the opportunity to work independently or collaboratively, which they did well. In an art lesson, when pupils were working on a variety of activities, the teacher used her time well in monitoring and supporting pupils as they worked. Opportunities to develop pupils' skills were effectively taken. In less effective lessons, due to large numbers of pupils and the wide age range, opportunities to question pupils and discuss their work are restricted. For example, in mathematics when pupils are completing the set task, pupils receive good teaching when working with the teacher but other groups have to be left to work on their own. As a result, at times, pupils have to wait to see the teacher when they have a difficulty in answering a question and interaction with the teacher is limited.
23. Teachers have a sound knowledge and understanding of the subjects they teach. Overall, the support given by education care officers in the literacy and numeracy sessions is of great benefit to pupils with special educational needs. Particularly well taught subjects are art, design and technology, music and geography. There is good continuity between those lessons that are part of a series, especially in English and mathematics. The introduction of the National Literacy and Numeracy Strategies have maintained the good teaching of English and mathematics with clearly focused lessons ending with effective plenary sessions to check on pupils' learning. In

the teaching of mathematics good use is made of mental exercises to give pace to the lesson. In science, pupils' skills in investigating are not always sufficiently well developed. The teachers' management of pupils is good ensuring good levels of discipline creating an industrious working atmosphere. During the lesson teachers carefully assess pupils at work providing effective feedback which further promotes learning. This information is used purposefully in planning the next lesson.

24. Homework is used to appropriately to support the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and mathematics with pupils. Good use is made of the reading diary and has great value as an effective link between home and school.
25. The pupils with a Statement of Special Educational Needs are supported well. They receive good individual help in the classroom from education care officers and have access to all areas of the curriculum. Individual education plans exist for all pupils who have been identified as having special educational needs. They are well structured and identify appropriate and realistic goals. Overall, pupils with special educational needs make good progress towards the targets set for them in their individual education plans. This is because of the good quality support they receive, and the use made of individual education plans in planning work. Teachers plan tasks based on pupils' individual education plans and education care officers are well briefed to work with small groups enabling pupils make good progress. For example, in a mathematics lesson when pupils were studying multiplication and division, the support was well used in helping pupils who had difficulty concentrating remain on task.
26. **The curriculum and assessment**
26. In the previous report there were no specific concerns with the curriculum. The school has a manageable programme of curriculum improvement in place that involves the regular review and continual development of schemes of work. The concern in the previous report was the quantity of work involved for assessment purposes and the criteria for selection of evidence material. There has been satisfactory progress made however, although the quantity of work has lessened, further improvements are needed.
27. The previous inspection report found that the under-fives were given an effective start to their education. This is still the case. Children under five work in a mixed age class with Key Stage 1 pupils and are actively involved in whole-class activities. The main curriculum on offer for these very young children is suitably based on five of the six areas of the recommended Desirable Learning Outcomes for children. A lack of secure outdoor play facilities and large play equipment restricts planning for their appropriate progress in physical and creative development. In physical education lessons they participate in physical activities with the rest of their class. In language and literacy, mathematics, knowledge and understanding of the world and creative development the school provides good quality experiences that are matched to their needs. Good opportunities are provided to enable children to develop personal and social skills.
28. The curriculum at Key Stages 1 and 2 is broad, relevant and generally balanced. It includes all subjects of the National Curriculum and religious education. The curriculum effectively contributes to pupils' intellectual, physical and social development. The school successfully uses the framework documents from the National Literacy and Numeracy Strategies as a basis for work in English and mathematics. As there is no school hall, they make good use of outdoor facilities for the physical development of pupils and provision for swimming is sound. Key Stage 1 pupils have use of the local reading room for physical activities but this is too small for

Key Stage 2. This has a detrimental effect on continual progress and development of gymnastic skills in Key Stage 2. Personal, social and health education are planned for, both in circle times and during lessons.

29. The school reviews its policies on a rolling basis. Policy documents provide broad guidance on each subject. The school suitably plans a rolling programme of topics over a five-year period that considers the mixed-age year groups effectively. This topic-based approach is successful in providing a balanced, relevant curriculum. Schemes of work give satisfactory guidance overall. However, in a minority of instances short-term plans do not specifically identify skills, knowledge and understanding to be learned in each lesson that are effectively linked to the Programmes of Study in the Qualifications and Curriculum Authority guidance. Therefore they do not always provide suitable criteria for assessment. This is particularly evident in some lesson plans for the foundation subjects. Information technology is not sufficiently planned across the curriculum to ensure that it becomes an integral part of pupils' learning. Sex and health education and information about drug misuse are suitably planned through personal, social and health education. The school makes appropriate use of the locally agreed syllabus for religious education to guide its planning. Pupils are well prepared for the next stage in their education.
30. All pupils have equal access to the whole curriculum provided. The provision for pupils with special educational needs meets the curricular requirements of all pupils on the school's Code of Practice register. No pupil is disapplied from the National Curriculum. Individual education plans for pupils with special educational needs illustrate suitable programmes to guide teachers and parents. The visiting special educational needs teacher, class teachers and education care officers give sufficient, good support to these pupils so that good, effective progress is made across the curriculum. Pupils with special educational needs are fully involved in the life of the school.
31. The school provides a suitable range of out-of-school activities for the pupils in sport, including competitions with other schools, and music. These successfully enhance the curriculum. All staff are involved in organising these activities and most pupils in Key Stage 2 take part. Educational visits and specialist visitors to the school enrich the curriculum. The creative element of the curriculum are drawn together successfully in the celebration of Harvest and Christmas in the local churches. Pupils participate in the local music festival and compete against local schools in sporting events.
32. The previous inspection found the quantity of work involved in assessing pupils' progress was too much. Although the school has worked hard to implement new procedures for assessment, these do not yet provide a precise picture of pupils' attainment in all subjects or a reliable, clear system to track each pupil's path through the curriculum. Assessment of children under five is good. Baseline assessments of levels of attainment on entry are completed and used effectively to review provision in each area of learning. In Key Stages 1 and 2 assessment criteria which relate to National Curriculum Programmes of Study are not consistently identified on individual teacher's planning sheets so teachers do not have a precise picture of what pupils know and understand or of the skills they have gained in their lessons. Appropriate and effective formal systems are in place for assessing pupils' attainment in English and mathematics. The information is used effectively to raise standards overall. In foundation subjects very little information is kept about the work covered and the skills, knowledge and understanding that have been acquired. Teachers know their pupils well. Day-to-day assessment including marking is used purposefully to promote pupils' learning. Review for pupils with special educational needs is regular and fully involves teachers and parents.

33. Half-termly records identify specific strengths and weaknesses in pupils' overall progress and test results. As assessment criteria for subject skills, knowledge and understanding is not consistently identified on teachers' short-term plans, assessment is not always used effectively to inform curriculum planning or clear records of pupils' progress and attainment in the National Curriculum. Regularly updated pupil portfolios contain samples of work chosen by teachers and pupils. The samples of work lack consistent use of annotation to indicate the standards of attainment achieved. There are no portfolios of assessed work in English, mathematics and science to be used as reference points for staff making judgements about pupils' work. The standard assessment tests at the end of each key stage give the school formal summative assessments which are effectively analysed to plan future developments.

Pupils' spiritual, moral, social and cultural development

34. The last inspection report highlighted that this provision was good with no significant weaknesses. The school has made improvements in these areas with further development scheduled for the spiritual development in the school development plan. The school very successfully promotes pupils' spiritual, moral, social and cultural development through a wide range of activities that reflect the values expressed in its mission statement and aims. Provision is very good and is a strength of the school.
35. Provision to develop pupils' spiritually is very good. Through the curriculum and good purposeful assemblies and acts of worship, pupils are presented with opportunities to reflect on their own beliefs, values and experiences. Pupils are encouraged to feel a strong sense of identity with the rest of the school community. The school successfully promotes balanced and reasonable attitudes, tolerance and respect for others amongst its pupils in accordance to its mission statement. Staff encourage pupils to make positive choices and to develop a sense of responsibility for their own behaviour. The headteacher and staff provide positive and caring role models for pupils. There is equality of opportunity and access to the curriculum and daily routines for all pupils including those with special educational needs for which there is thoughtful and favourable provision. The school successfully provides pupils with knowledge and insight into the values and beliefs of the Christian faith. They are encouraged to reflect upon their experiences in a way, which develops their spiritual awareness and self-knowledge. Pupils are also able to extend their understanding of other major world religions through their studies in religious education, where they examine and compare the values, beliefs and cultures of Hinduism with Christianity. Daily opportunities are offered for reflection especially in English, religious education, art and geography that give pupils the opportunity of reflecting upon and discussing the spiritual and aesthetic development of our world and environment. The booklet in Key Stage 2 based on 'Church Thoughts' reflects pupils' feelings and thoughts.
36. Provision for pupils' moral development is very good and is successfully promoted by the school code of behaviour and effective teamwork between pupils, all school staff and parents. Effort and achievement are consistently rewarded by an ongoing house point system with extra points for being a good friend. Staff make good use of praise and successfully build on positive behaviour. Older pupils' behaviour towards the younger ones actively show thought and care. Pupils are responsible for their individual class rules and demonstrate a good understanding of right from wrong. Several instances were seen of pupils helping others in difficulty in the teaching areas. Value is placed on every pupil's work and effort. Such recognition is successfully reflected in the attractive displays of their work around the school and in the conversations between teachers and pupils during lessons.
37. The provision for pupils' social development is very good. A powerful sense of belonging and partnership pervades the school. The school has a commitment to personal and social

education. A sense of responsibility is successfully nurtured through the school council that has representatives from each year group including reception. They meet on a regular basis with the Key Stage 1 teacher and support assistant to give their ideas and discuss how to improve the daily life of the school. The process helps them to acquire some understanding of the duties of citizenship by providing opportunities to consider their own and others' welfare. The oldest pupils also have the opportunity to take part in a residential visit. They also coach younger pupils in soccer skills during their lunch break. Community involvement is promoted through visits from representatives of local churches and participation in sporting events and the music festival. A strong sense of community is developed through involving pupils in assisting in various charities, singing to the Darby and Joan club and distributing harvest gifts in the locality. Teamwork and a sense of fair play are also promoted in team games in school, football, netball and swimming events against other schools.

39. The cultural dimension of pupils' development is very well promoted. Great care is taken to ensure that pupils are exposed to the richness and diversity of non-European cultures, which is the focus for this term. An extensive range of experiences is provided for pupils in English, geography, religious education, music and art lessons. Pupils learn about the daily life, food, music and beliefs of other cultures such as those found in Africa and India, through their current topic a multicultural world. This is successfully supported by visitors to the school and use of a very good range of photographs. They learn about significant artists and composers in art and music. Pupils are aware of their local environment through visits and topic work. The school offers very good opportunities to explore their own Christian traditions and awareness of their own community. Provision has good depth and coherence to develop pupils' appreciation and understanding of the rich diversity of cultures today and their values.
39. **Support, guidance and pupils' welfare**
38. In the last inspection, the support, guidance and pupils' welfare provided by the school was judged to be good. The school has remained successful in promoting pupils' well being and continues to make appropriate provision for the support and guidance of the pupils and for ensuring their welfare and health and safety.
39. For children who are under five, staff use praise successfully to encourage and increase their level of confidence. They take care in building positive relationships, to ensure that children are introduced sensitively into school routines. Parents are welcomed into school and this gives them the opportunity to observe good early education practice and strengthens relationships. However, parents at their meeting with inspectors, felt that they did not receive sufficient school termly topic information to enable them to further support their children at home.
40. The teaching and education care officers work effectively as a team to provide the pupils with careful supervision and effective pastoral support throughout the school day. They are caring and approachable and relationships between staff and the pupils are very good. Monitoring of academic progress in most subjects is not precise enough, whilst monitoring of behaviour and personal development is very good and attendance satisfactory. Individual education plans and Statements of Special Educational Need are up-to-date, accessible and specific to individual pupils. The governing body's policy for health and safety make an important contribution to the pupils' support, guidance and welfare.
41. The school has a comprehensive policy to promote good behaviour and discipline and an effective policy to eliminate bullying. Overall the pupils' very good behaviour, confidence and sense of well being make a very positive contribution to their educational standards.
42. The school's arrangements for child protection are good and effective. The school has a

designated person, the headteacher, who has received training. The staff have a clear understanding of the school policy. Issues of health and safety are treated seriously and effectively addressed by the governing body. The school is aware of a security consideration and is currently considering options. The school makes provision for first aid and for recording and reporting of accidents. Standards of cleanliness and repair in the school are good.

44. Partnership with parents and the community

43. The positive links with parents and the community found at the previous inspection have been maintained and in some areas, further developed, particularly links with the local community. Children who are under five are carefully introduced into the school and pivotal to this sensitive arrangement is the close relationship developed between parents and teachers. The quality of information provided for parents is very good. However, they are not currently receiving termly topic information in order to enable them to assist their children sufficiently at home with additional work. There are regular newsletters, which maintain a steady flow of worthwhile school and social information for parents. The annual reports for pupils are satisfactory and contain all legally required information. They contain satisfactory details of strengths and weaknesses, particularly in the core subjects of the National Curriculum, and also set future targets for pupils.

44. The school has a successful 'open door' policy and actively welcomes parents into school. The school is industrious in furthering the links with parents and attempts to involve them in many ways. For example, they send out pupil work for parental comment, have held open parent days for literacy, control technology, art and design and technology. There are plans in place to inform parents about the National Numeracy Strategy. Detailed homework diaries and appropriate parent/school agreements are in place. There are two parent evenings per year with an option for a further one after the issue of pupil reports, by appointment if required by parents. Parents have the opportunity to discuss and contribute to the individual education plans of pupils with special educational needs.

45. The work of the Friends of Stanton School (FOSS) has had a significant effect upon the positive inter relationship between the school, home and the community. They have done much valuable work in raising funding, organising social events and promoting the school's image within the community. The school has established strong links with the local community, as well as positive relations with many official agencies. There are many and varied visitors into the school from the community. These are diverse from toddler groups to senior citizens, from the health agencies through to police and fire service as well as park rangers. The business and industrial links are less well forged, this is due to a shortage within the area. Current topics include visits into the community to study local buildings for Key Stage 1 and the industrial revolution at Key Stage 2. There are strong links with the secondary school, which includes cross visiting and planned and co-ordinated work between both schools. All of these links are worthwhile in promoting the greater understanding of a wider world for the benefit of all the pupils.

46. Parents at their meeting with inspectors and in the questionnaires returned, felt happy with the standards of behaviour, the 'open door' policy and daily contact between parents and teachers, their own involvement in the school and the attitudes children demonstrate towards each other. They felt less happy about the levels of termly topic information supplied, the rate of their child's progress and the extent to which pupils are involved in other activities. Inspectors' judgements generally supported all the positive opinions expressed by parents. They felt that the level of out-of-school activities was good and that information on pupils' progress was satisfactory. Generally the levels of information available to parents with the exception of

written termly topic information are very good and of worth in the development of school/parent links.

48. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

48. **Leadership and management**

47. The good standard of leadership and management highlighted in the previous inspection report has been maintained. The headteacher is a strong leader who has a clear vision of the path the school needs to follow to continue improving. She is committed, conscientious and effective. Her all round performance over past years means that she has secured the respect of governors, staff, parents and pupils. Subject co-ordinators provide good management, particularly in devising policies and schemes of work. The school does not have a management structure but all staff effectively share the many responsibilities and commitments and are particularly successful in supporting the headteacher in the development of the school. The governing body is highly supportive and successfully fulfils its responsibilities through a committee structure, most particularly in finance and buildings. All statutory requirements are met, including the daily act of collective worship. The management of the school has been instrumental in bringing about the satisfactory improvement since the last inspection and ensures the school has a sound capacity for further improvements to be made.
48. There are extensive aims, values and policies that successfully guide and support the work of the school. Mostly they particularly emphasise a balance between the pursuit of academic excellence and good pastoral care. Overall, there is an appropriate policy and approach to special educational needs. Consequently, meeting special educational needs is given a strong emphasis in the school's organisation and practice. There is a good link to support agencies. The school's procedures for assessing and recording the progress of pupils at the different stages of the Code of Practice special educational needs register meet statutory requirements.
49. Curriculum development is appropriately planned and monitoring systems are in place. This is mainly by the headteacher and co-ordinators who regularly review areas of the curriculum through regular staff meetings. Co-ordinators have clear responsibilities laid out in their detailed job descriptions and relevant targets set for the development of their area are a feature of the school's development plan. Appropriate structures exist for co-ordinators to give advice on and develop their subject. In English and mathematics adequate time has been given within the school day to effectively monitor the teaching of these subjects by the co-ordinator. These have been productive and areas of development have been identified and form a basis of the school development plan. The monitoring of teaching is undertaken both informally and in a formal, systematic way by the headteacher. A professional discussion follows in order to further improve the quality of teaching.
50. Development planning involves the whole staff and governing body in the setting of relevant priorities and targets for the coming year. The format shows good practice, it successfully identifies key areas for development, is carefully costed and has criteria set with which success can be judged. Progress on areas of development are monitored and evaluated appropriately for example, teachers have watched each other deliver both literacy and numeracy sessions and identified strengths and areas for improvement in the teaching. However, the major focus of the development plan is on curriculum and sufficient consideration is not given to key areas such as staffing and resources.
51. The school has a very good ethos. It is strongly committed to high academic achievement and its targets for end of key stage tests are in excess of those set by the authority. Behaviour is

very good; pupils readily and confidently take on responsibility and relationships between adults and pupils are very good based on mutual respect. This creates an effective learning environment that has been instrumental in the successful development of literacy and numeracy across the school. The school follows the requirements of current legislation in equal opportunities by the production of a policy for equality of opportunity, which has clear aims and shows a full commitment to deliver for all. It has designated responsibilities to all staff and governors to ensure that the policy reflects the attitudes and current sound practices. Equal opportunities are considered in many of the school's documents and policies. Staff are very aware and vigilant. The school successfully promotes an equal entitlement for pupils.

Staffing, accommodation and learning resources

52. In the last report this aspect was very positive with no areas for concern; this has been maintained. All staff are experienced and the two full-time teachers, one appointed within the last two years, and a part-time teacher have taught a number of years between them. This shared experience contributes to effective planning and supportive teamwork that in turn makes a significant and positive impact on learning and progress. The number, qualifications and experience of teachers and other classroom staff match the demands of the National Curriculum. However, the school spends 60 per cent of its money on teaching, which is below the national average. This is having a detrimental effect on the possible capable progress of the 34 pupils in a four-year age range class of mixed abilities. Staff are committed to continuous professional development and arrangements are linked to priorities outlined in the school development plan. There are good procedures for ensuring that information about these courses is clearly conveyed to all staff. Staff have appropriate job descriptions which are reviewed regularly and appropriate arrangements for teacher appraisal are in place.
53. The level of non-teaching staff is above that found in similar schools and contributes effectively to the quality of learning. Special educational needs staff are experienced and suitably qualified. A visiting music teacher contributes to the wider curriculum for those pupils who wish to play an instrument. The administrative clerk, cook, cleaning staff and lunchtime supervisors' work hard to ensure the smooth running of the school. Skilled parents and other adults who volunteer to help in the classrooms and in other areas of the school are used well, and make a valuable contribution to the life of the school and have a positive impact on pupils' learning.
54. Accommodation is inadequate for teaching the full range of curriculum subjects. The school does not have an appropriate outdoor area for effective physical development of the under-fives. There is no hall and although good use is made of their outdoor facilities this does restrict on the range of physical education the school can offer, particularly in Key Stage 2. Reception and Key Stage 1 have the use of the local reading room. This has its restrictions, as it is a walk from the school that is difficult in inclement weather. Staff manage the available space in school well, and use it effectively to support the school's curriculum. The building is mostly in good repair internally and externally. Classrooms are adequate in size and have access to a water supply. The school is clean, tidy and well maintained. High quality displays of pupils' work and artefacts, in the classrooms and corridor, promote a very attractive and stimulating learning environment. Displays celebrate pupils' achievements, are informative, and encourage further learning. The school grounds include a nature area; a small field and a slightly sloping hard surface play area. These areas support pupils' learning in many subjects including mathematics, science, physical education and art. The playground is marked out with various games that are successful in encouraging good social behaviour between pupils during playtimes.

55. The quantity and quality of resources are satisfactory in most curriculum areas, except in information technology where they are unsatisfactory. There is insufficient updated hardware and software to effectively support the development of information technology across the curriculum and to enable it to become an integral part of pupils' learning. The library is adequately stocked and many pupils use it confidently. At present, as a result of an audit, old books are being replaced and the stock expanded to ensure an increased range of books suitable for all ages and abilities. The school makes good use of the School Library Service. Books are selected carefully, and screened to promote positive gender and cultural images and to avoid stereotypes. Good use is made of resources beyond the school, which includes borrowing of artefacts from parents and the loan service, use of the locality and having visits to places of educational interest. Resources for children under five are satisfactory for most areas of the curriculum but the lack of a secure outdoor play area and appropriate resources makes it very difficult to plan a suitable curriculum to develop children's physical skills. Resources are adequate to support pupils with special educational needs. School storage space is limited but efficiently used, well managed and orderly to enable ease of access. Resources are used well to enhance and enrich teaching and learning.
57. **The efficiency of the school**
56. The school has continued to use the money it receives effectively as highlighted in the previous report. Overall, the school uses the money it receives well. Educational developments are supported effectively through financial planning; for instance, large amounts of money have been spent on priorities such as literacy and numeracy. Members of the governing body are appropriately included in consultations and receive regular updates on income and expenditure. The modest surplus has been carefully acquired over several years by careful budgeting and is seen as necessary in providing extra support for pupils with special educational needs in the literacy and numeracy sessions and providing a part-time teacher to release the headteacher. This investment in high levels of support staff is beneficial to pupils' progress. Furthermore, there is a planned programme of improvement of resources for information technology.
57. Funding for in-service training and special educational needs is used well. Particularly effective is the use of in-service funding to improve knowledge and understanding in literacy and numeracy. Co-ordinators are able to appropriately update their knowledge and understanding through regular course attendance. The resources of the school are used effectively to support pupils with special educational needs.
58. Financial control is good. There are a number of recommendations in the most recent audit report; the majority have been successfully implemented. Although the spending on administration is low, the administrative staff contributes strongly to the smooth running of the school.
59. Effective use is made of staff and resources. Although the school spends less on teaching staff than most schools nationally, staff are generally deployed well throughout the school, and all staff provide worthwhile support for the headteacher and colleagues. Education care officers are conscientious and ably support pupils well. The part-time teacher teaches both classes for physical education and religious education. These arrangements release the headteacher for administrative tasks and the special educational needs co-ordinator to monitor and support special educational needs pupils. This has proved successful in providing time for the headteacher to monitor the work of the school and for the special educational needs co-ordinator to develop the provision for special educational needs pupils. However, the number of pupils in the school has grown recently resulting in 34 pupils in the Key Stage 2 class. Consequently, in mathematics and science lessons the teacher is unable to fully monitor and support pupils as they work; this limits pupils' progress at times. The current deployment of the part-time teacher

does not address this issue. However, at certain times of the year she is employed to teach the Key Stage 2 class whilst Year 6 are taken out of class for group work with the class teacher. The accommodation is fully utilized and most learning resources are used effectively and are accessible. The exception is computers that are underused.

60. In view of the above average amount of money the school receives, the good quality of education provided, the above average standards achieved by the pupils and the extent to which the school has maintained good standards in all aspects of its work since the last inspection, the school continues to give good value for money.

62.

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

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

61. The previous inspection found that the provision for the under-fives 'provided them with a good foundation for future learning', with children achieving sound and sometimes better standards. The quality of teaching was good and children gained from a broad and balanced curriculum, with activities appropriate to their needs and good intervention to extend their capabilities. The school has maintained the quality of education for the under-fives.
62. At the time of the inspection five children were under five in the mixed-age reception/Year 1/Year 2 class. In this class the reception children appropriately concentrate on the six areas of learning recommended for this age. The Year 1/Year 2 pupils operate a more formally structured curriculum that incorporates the National Curriculum requirements for their ages and abilities. This is appropriate.
63. There are two intakes of children under five, one in September for children who are five in the autumn term and in January for those five in the remainder of the school year. The arrangements for admission are planned well and effectively organised with good liaison between parents. The environment is stimulating with an area designated for the under-fives. Resources are adequate, supported by the inventiveness of the teacher and education care officer. However, there is no secure outdoor area or suitable, large equipment, which restricts the planning for development of physical skills for the under-fives. The teacher and education care officer work well as a team and share responsibility with a strong sense of commitment. Good planning between both members of staff effectively link suitable learning steps for individual children to achieve the skills laid down in the Desirable Learning Outcomes. Children are happy and secure in this environment.
64. Children begin school with levels of attainment that are broadly in line with those found nationally, although there is a wide range of abilities. Overall, the under-fives make good progress in the reception class, and, by the time they reach compulsory school age they achieve the Desirable Learning Outcomes in their physical and creative development; and higher standards in personal and social development, language and literacy, mathematics and their knowledge and understanding of the world. A lack of outdoor play facilities and limited opportunities for imaginative play restricts children's progress in their creative and physical development.
65. Teachers' assessments of children's work are effectively carried out on a daily basis, usually by careful observation and interaction. The outcomes support clear objectives for short-term planning of suitable work and activities to take the children forward.
66. There is a satisfactory balance between structured play, formal learning sessions and free choice activities. At present, insufficient opportunities are available for further developing spontaneous conversation and a growing vocabulary through role play. Free choice activities are timetabled on a Wednesday and Friday afternoon as consideration is appropriately shown to the older pupils and there is no area available for withdrawal. Photographs record experiences and events through the year. Reading records tend to record book coverage and not strengths and weaknesses that would be useful in planning supportive work. Portfolios of work samples provide a focus on progress but not for judging next step in learning. The teacher and educational care officer know the children very well. This is evident in discussions following an activity and considering the next step forward.

68. **Personal and social development**

68.

67.

By the age of five, children make good progress and their attainment in personal and social development is above the expectations of the Desirable Learning Outcomes for children of this age. Children respond well from their earliest time in school to an ethos that promotes good behaviour and care for each other. Very positive relationships have developed between children and adults that effectively promote a happy and secure environment. Routines are quickly established. They participate in whole-class oral sessions and are careful to take their turn and to listen when a classmate is talking about an interesting event that took place at the weekend. Children follow instructions and safety rules appropriately; for example when walking to the village reading room and participating in physical activities. They answer teachers' questions clearly and show a good understanding of right and wrong. Children enjoy participating in practical activities and tidy away their materials efficiently, without direct instruction, as they finish. They are eager to learn, make good progress and maintain necessary levels of concentration. The quality of teaching is good and teachers and education care officers work well together and provide very good role models for the children. They create stimulating learning environments for the children to become excited by learning

69. **Language and literacy**

68.

By the age of five, children make good progress and their attainment in language and literacy is above the expected level. Many enter reception with well-developed skills in speaking and listening. They talk about their experiences with self-assurance, listen to stories and enjoy participating in repetitive sentences. Children enjoy books and handle them carefully. They know that words and pictures carry meaning. Children recognise key words from their reading scheme books; the number depends on their individual ability. They enjoy sharing books and discussing pictures. Children are quickly developing an understanding of the functions of writing. They recognise their names and can write them independently. They work through the various stages such as teacher as scribe, and copy. Good progress is made towards free writing of words and simple sentences with sound foundation of letters. Insufficient opportunities are provided for imaginative play to develop spontaneous conversation. The teaching of language and literacy is good and staff work very hard and successfully to develop and widen the children's vocabulary. They also effectively introduce them to the joy and contentment of using books and to the skills of writing. The literacy hour has been successfully introduced for the children still under the age of five in the reception classes.

70.

Mathematics

69.

By the age of five most children develop mathematical skills and understanding above those expected of children of this age. They make good progress according to their individual abilities. Children can count to 20 and backwards from ten. Most children recognise specific numbers to ten. Mathematical skills are successfully promoted through a variety of activities, such as making large sand pictures of the number two. They are at the early stages of writing numbers. Most children illustrate good pencil control and correct formation. Children sing number rhymes and songs thus consolidating their use and understanding of number. All opportunities are used effectively during the day to consolidate and extend children's mathematical language and understanding. Teaching is good in this area of learning. Staff enable the children to have a good understanding of number, shapes and measures through carefully and imaginatively planned activities. They intervene successfully when the children are working to challenge them appropriately to extend their learning, enabling them to make good progress.

71.

Knowledge and understanding

70. By the age of five, children's attainment in knowledge and understanding of the world is above national expectations. Good foundations have been laid in this area of learning through successful topical experiences. Children make good progress. The most recent topic is Africa and this is successfully being developed across the curriculum. They know that it is very warm in Africa and can name a range of wild animals that are found there. Children talk knowledgeably about pictures of Masai and make simple comparisons with the way we live. Good progress is made in understanding differences in the lives of two African children from contrasting regions. Children know about their own local environment and have developed a good sense of location and direction. Insufficient use is made of computers to effectively develop their information technology skills and support learning. Teaching in this aspect of the curriculum is good and stimulating. Knowledge and ideas are presented in an imaginative and challenging manner for the children to make good progress.

Physical development

72.

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71.

By the age of five, children's physical development is in line with expectations for this age group. Progress is sound. Opportunities for children to take part in planned outdoor activities with large apparatus are not possible. There is no secure outdoor play area for the under-fives and no suitable equipment. Children join in physical activities for Key Stage 1 that takes place in the local reading room, as there is no school hall. They enjoy these opportunities and take part in the activities enthusiastically. Children listen well to instructions and are generally aware of space and of others. They respond satisfactorily to music and are confident to explore different movements. Children use simple tools and equipment appropriately; for example placing glue for sand number pictures. Teaching is good, staff are enthusiastic and lessons are well planned and prepared, with clear learning objectives stated. Staff join in the activities skillfully to challenge the children to higher levels of attainment and so improve their progress.

73.

Creative development

72. By the age of five, children's creative development is in line with expectations for this age group. There is limited opportunity for free creative work because of the restrictions in the classroom but progress is satisfactory. However, the children participate in creative sessions with the rest of the class. Children use paints and different materials for collage and a range of techniques such as finger painting. They are developing a good sense of colour. They can recognise different shades of specific colours and colours which portray warmth. Children draw good representations to support their writing work. They use tearing and pasting with increasing accuracy. Teaching is good and the early years' staff provide a wide variety of imaginative activities to stimulate and to challenge the children.

73. Teaching for the under-fives is good overall. In the lessons seen 75 per cent were good and the remainder satisfactory. Good teaching is having a positive impact on the standards of attainment and good progress made by the children in the reception class, especially in language, literacy, mathematics and knowledge and understanding of the world. The teacher and education care officer are an effective team who plan and work well to provide a positive learning ethos within a caring environment. Work is suitably matched to the differing needs of the children. Strengths in the good lessons include very high expectations of the children's attainment, thorough planning in which both adult roles are very clear and smoothly executed, and effective questioning that extends children's thinking. These are seen in both literacy and numeracy lessons, which are carefully planned to promote and link understanding of number,

pattern and rhyme in both poetry and song. Both teacher and support staff encourage and value the children's efforts, achieving high levels of concentration and behaviour. Adults encourage and value the children's efforts. There is a good emphasis placed on developing children's spoken language.

75. ENGLISH, MATHEMATICS AND SCIENCE

English

74. Due to such small numbers it is not reliable to compare the school's results at the end of key stages with national data or with other similar schools. However, in the 1999 National tests 78 per cent of pupils achieved the expected level (Level 2) by the end of Key Stage 1 and 88 per cent reached the expected level (Level 4) by the end of Key Stage 2. Due to such small numbers who took the tests is not appropriate to make comparisons with test results and with attainment shown by current Year 2 and 6 pupils where numbers of pupils with special educational needs vary and have such an impact on the results. The school has maintained the good standards identified in the previous report in Key Stage 2 and improved standards in Key Stage 1. Pupils' attainment at the end of both key stages is above the national average and all pupils, including pupils with special educational needs, make good progress over time. There is no significant variation in the progress made by boys in comparison to girls.
75. The previous inspection report indicated that the majority of Key Stage 1 pupils achieved national expectations and in Key Stage 2 they achieved above. The report showed that pupils in Years 2, 3 and 4 were underachieving in relation to national expectations in handwriting; they continued to print when they should have been joining letters. The school has successfully implemented a range of strategies that have improved handwriting. However, there is still room for further improvement.
76. Overall, pupils' attainment is above the national average by the end of both key stages in reading, writing and in speaking and listening at the end of both key stages. The vast majority of pupils in each key stage make good progress in speaking, listening, reading and writing. The relatively small number of pupils with special educational needs make good progress according to their individual abilities and the literacy targets set in their individual education plans. Good quality support from the education care officers and support teacher enhances and enriches pupils' learning in both key stages.
77. Pupils' attainment in speaking and listening is above average throughout the school. Pupils come into the reception class with good communication skills. Further opportunities for formal speech occur regularly in literacy hours in both key stages. Pupils talk and listen confidently in a range of situations. Pupils of all ages are absorbed when listening to story and answer questions appropriately. At Key Stage 1, pupils clearly explain weekend events using complete sentences and carefully selected descriptive vocabulary. They speak with increasing confidence and clarity. In Key Stage 2 all pupils speak confidently about their work and projects they have completed and convey their information accurately. Pupils are confident to give their views and discuss ideas sensibly. They make imaginative and informed contributions to class discussions and ask interesting questions when their curiosity is aroused by the subject matter.
78. Pupils enter Key Stage 1 with standards in reading which are slightly above the national average. At both key stages, pupils of all prior attainments make good progress in the development of reading strategies through a well-planned range of individual and group reading activities. They have opportunities to read regularly in school, and are well supported and encouraged to read at home. All pupils talk about what they like in their books, describing events and the various characters. The majority of pupils are reading books that are appropriately matched to their attainment. They read with increasing accuracy and fluency and make good progress in reading dialogue with expression. Pupils enjoy being read to, and most are keen readers who encounter a range of fictional texts. In Year 2 the majority of pupils

achieve standards that are above national expectations. Pupils in Year 1 use their knowledge of letter sounds and the context to work out unfamiliar words. Year 2 pupils can recall stories in sequence and most are confident to tackle short, simple novels. Books linked to topics are displayed well. Key Stage 2 pupils confidently skim and scan text to find information correctly using the contents page and index to support them. Most pupils talk with interest about their reading preferences. Younger Key Stage 2 pupils can describe characters, review previous chapters and predict possible outcomes. Older pupils confidently discuss language of the text and put forward explanations. They know a variety of authors and give clear reasons for their likes and dislikes. They are confident at accessing information on the computer to support their studies.

79. Standards in writing are slightly above the national average at the end of Key Stage 1 with many pupils in Key Stage 2 exceeding the standards expected of 11 year olds. From the earliest stage in Year 1 most pupils are able to write complete sentences as captions for pictures using their knowledge of phonics to spell simple words correctly. By the end of Year 2, writing is imaginative and well constructed, with correct use of capital letters and full stops. Most pupils plan stories well. They are beginning to use cursive handwriting but still have difficulty with the correct formation of letters to get the required flow. In Key Stage 2 younger pupils can put together a list of words or phrases that reflect the quality and character of their pet. Writing is cursive and reasonably neat. They use a joined style in handwriting exercises, however, too few pupils in Key Stage 2 transfer this skill to everyday work. Spelling of common words is good. In a poetry lesson, Year 6 demonstrated their understanding of the use of words and phrases for impact. They successfully used vocabulary appropriate for their age in writing their own ideas in the style of *Macavity the Mysterious Cat* by T S Elliot using personification. Literacy is used effectively across the curriculum where writing and research skills are well developed. Pupils write for a range of purposes and extend their vocabulary skills through a variety of interesting tasks linked to the current topic that cross other areas of the curriculum. Good use of vocabulary to portray moods and feelings is evident in their poems on 'Church Thoughts', linked to their studies in religious education. Higher attaining pupils make very good use of their wide vocabulary, writing interesting lengthy pieces.
80. Pupils make good progress throughout the school. In speaking and listening they are regularly encouraged to take part in discussions, and pupils listen well to others' opinions. They develop more confidence in expressing their own ideas as they move through the school. Good use is made of the plenary part of the literacy hour to further develop speaking and listening skills. Pupils in both key stages make good progress with reading. They are developing positive attitudes and respect and love for books. Teachers have high expectations for individual reading. Progress with handwriting is satisfactory overall. Although suitable attention is given to the correct formation and practice of handwriting pupils do not consistently transfer the skills learnt to their written work. Older Key Stage 2 pupils are developing their own intelligible styles. Good progress is made in Key Stage 1 to write creatively and independently. Key Stage 2 pupils make good progress in writing. They have many opportunities to use their skills in independent work gaining confidence and fluency. The wide range of work across the curriculum gives pupils plenty of opportunities to develop the structure of their writing. Pupils with special educational needs work well in lessons and make good progress according to their individual abilities. They are encouraged to play a full part in lessons with good support available when doing individual tasks. Higher attaining pupils are given challenging and exciting tasks to encourage them to take responsibility for their own learning.
81. Pupils' response to English lessons is good. All Key Stage 1 pupils get involved in reading the story from the class 'Big Book'. They show interest enjoyment and enthusiasm. They are very eager to start activities and settle quickly with good levels of concentration. Pupils respond

positively to the challenge and support each other appropriately. They make good effort with the presentation of their work. Key Stage 2 pupils listen well and respond positively to questions. They settle well to their tasks showing good levels of concentration. There are good relationships with teacher, other adults and members of their class. Pupils show the ability to work independently.

82. The teaching is good overall. The quality of teaching in all the lessons seen was good. Teachers give clear explanations of what the pupils will have to do and set clear expectations. The pupils effectively build on early skills. Classes are of mixed age and abilities; however, good-questioning techniques involve all pupils. Teachers encourage and value pupils' efforts. Teachers are secure in the knowledge and understanding of what they are teaching and make lessons lively and interesting. Good planning identifies exactly what all groups of pupils will learn in the lesson. Teachers work well with groups of pupils guiding their learning. Good use is made of the educational care officers to support pupils in their work.
83. The National Literacy Strategy has been successfully implemented in the school and improved its practice in teaching English. In this small school planning is carried out collaboratively, the two teachers and educational care assistants who provide input around their specialist areas. The co-ordinator has had opportunity to monitor the teaching and learning in the subject. Pupils' work is shared between key stages in order to value and celebrate achievements and allow regular monitoring. Assessment procedures are satisfactory. Pupils are regularly tested in various aspects of their work and these are recorded. The co-ordinator analyses these results and those of the standard assessment tests at the end of each key stage, to ensure all areas are covered effectively. There is no portfolio of pupils' written work to guide and support teacher assessments. Reading records are mainly concerned with coverage. There is limited information recorded about pupils' strengths and weaknesses.
84. Resources are generally sound. Library books have recently been classified and the school is in the process of replacing and increasing the stock of library books to cater more for all ages and abilities. Good use is made of the Schools Library Resource unit to supplement their resources.

Mathematics

85. The school has maintained the good standards identified in the previous report. Pupils' attainment at the end of both key stages is above the national average and all pupils, including pupils with special educational needs, make good progress over time. There is no significant variation in the progress made by boys in comparison to girls. Pupils' skills in the key area of number are above the expected level. Due to such small numbers it is not appropriate to compare the school's results at the end of key stages with national data or with other similar schools. However, in the 1999 National tests 78 per cent of pupils achieved the expected level (Level 2) by the end of Key Stage 1 and 88 per cent reached the expected level (Level 4) by the end of Key Stage 2. Due to such small numbers who took the tests it is not appropriate to make comparisons with test results and with attainment shown by current Year 2 and 6 pupils where numbers of pupils with special educational needs vary and have such an impact on the results.
86. By the end of Key Stage 1, most pupils display sound strategies for counting on in twos, fours and fives. They demonstrate a good understanding of place value, know the value of each digit in a two digit number, for example, that 86 is made up of eight tens and six units, and use this knowledge effectively when adding numbers which have both tens and units. Subtraction skills are sound. Pupils know that a fraction is a part of something and identify a half of a shape. They add and subtract two digit numbers, understand basic mathematical symbols and

recognise and use coins appropriately. Pupils have a good understanding of shapes and identify two-dimensional shapes such as triangle, square, rectangle and circle by reference to properties, such as the number of sides and corners. They are also able to name some three-dimensional shapes, such as a cuboid. Good progress is being made in number and solving problems.

87. This positive start is built upon successfully at Key Stage 2 and by the end of the key stage, all pupils have a sound knowledge of number, including recall of multiplication tables. Their understanding of place value is secure and they add, subtract, multiply and divide numbers accurately. Pupils can successfully round numbers to the nearest ten and 100. They have a satisfactory understanding of decimals and they successfully add and subtract numbers that include tenths and hundredths. Pupils' knowledge of fractions is good. Most pupils know that some fractions, although written differently are the same, for example, that a half is the same as three sixths and seven fourteenths. Many pupils understand the relationship between fractions and decimals. Higher attaining pupils have a good knowledge of percentages and can calculate percentages of numbers such as 25 per cent of 100. Pupils' knowledge of shape, space and measures is satisfactory. They recognise lines of symmetry in shapes and they have a sound knowledge of the functions of a calculator. Data-handling skills are good. Pupils collect information, record it in appropriate ways including frequency charts and then use bar, line and pie graphs to display the information. Higher attaining pupils understand the terms 'median' and 'mode' and can apply this knowledge effectively. Pupils' knowledge of shape, space and measures is sound.
88. Pupils' progress in the knowledge and understanding of number through both key stages is enhanced through regular practice in mental calculation and revision of number facts. Their progress in language and reasoning skills is good at Key Stage 1 and Key Stage 2; improved curricular provision is having a positive effect at both key stages. Younger pupils explain their thinking and develop their own approaches to overcoming difficulties from an early age. Older pupils are now doing this, and pupils in Years 3 and 4 are already showing confidence and independence in their mathematics lessons. Pupils in Years 5 and 6 benefit from the school's appropriate focus on opportunities for them to apply their knowledge of mathematical facts and processes to solve problems. Pupils with special educational needs make good progress in relation to their prior attainment and are well supported to meet their individual needs. In a minority of lessons due to large numbers of pupils in the Key Stage 2 class the time devoted to supporting one year group means that other year groups cannot be effectively supported or sufficiently well challenged. This is because the teacher is unable to effectively question pupils as they work in order to extend their thinking. At other times, pupils are unable to work to their full capacity although the work is always well matched to their abilities because they have to wait for the teacher to help them when they have a difficulty.
89. Mathematical skills are used effectively in other areas of the curriculum. In history, pupils use a time line to chronicle events and record significant changes in society. In geography, the development of mapping skills to fix the position of places accurately using scale, and understanding co-ordinates, is linked well to work in mathematics. Pupils use their skills in information technology to record and display data collected in surveys in a range of formats. Pupils' reading skills are used to good effect in interpreting problems.
90. Pupils' attitudes are good. They concentrate well and listen attentively; the majority staying on task in lessons even when left for long periods to work independently. Pupils are always polite and helpful to each other. They co-operate well when involved in group tasks and talk easily about their work with each other and the teacher. They organise themselves sensibly, tidy away without fuss and respond maturely when jobs are given to them. They are keen to share ideas and findings and respond enthusiastically when challenging activities are presented to them.

The behaviour of the pupils is very good. When given the opportunity, they show initiative, work independently and co-operate. Relationships between pupils, and pupils and their teachers are very good and pupils regularly help one another or offer positive criticism.

91. The quality of teaching is good. In approximately 60 per cent of the lessons observed the quality of teaching was good and was always at least satisfactory. In the good lessons, learning objectives are clearly focused and the teacher uses searching, effective, questioning techniques that challenge pupils' thinking and builds on their understanding. The tasks that pupils are given are open-ended and require them to apply their mathematical knowledge and mental skills. Good lessons have pace and show high expectation of pupils. They are well balanced between introduction and consolidation of concepts and the opportunity for pupils to be actively involved in practical activities, using and applying their mathematical reasoning and methods in a variety of contexts. Relationships are good and teachers regularly praise pupils' efforts and achievements. This was evident in Class 1 where the teacher gave a good explanation which enabled the pupils to carry out proficiently the challenging work on place value of tens and units using Deane's apparatus. In another example, in Class 2, the teacher encouraged the children to use their knowledge of multiplication tables and number bonds to work out complex mental problems. Organisational strategies follow the format suggested by the numeracy strategy, with whole-class introduction, group work for different levels of attainment and a final plenary session which was usually used to reflect on pupils' learning and draw out important ideas.
92. The co-ordinator supports colleagues well and has formally monitored the teaching and learning in the subject. The policy and scheme of work for mathematics are being developed in line with the National Numeracy Strategy and provide clear guidance for teachers to plan lessons that effectively build upon pupils' previous experiences and learning. Some regular assessment is carried out, but this does not give a detailed picture of what pupils know, understand or can do. As a result it is not always possible to use knowledge of pupils' attainment and progress effectively when planning lessons. Resources for mathematics are satisfactory. The subject is allocated an appropriate amount of time and the work fully meets the requirements of the National Curriculum.

Science

93. Due to such small numbers it is not appropriate to compare the school's results at the end of key stages with national data or with other similar schools. However, in 1999 teacher assessments indicated that 78 per cent of pupils achieved the expected level (Level 2) by the end of Key Stage 1 and the National tests show that 88 per cent reached the expected level (Level 4) by the end of Key Stage 2. Due to such small numbers who took the tests is not appropriate to make comparisons with test results and with attainment shown by current Year 2 and 6 pupils where numbers of pupils with special educational needs significantly vary and have such an impact on the results. The school has not maintained the good standards identified in the previous report. Pupils' attainment at the end of both key stages is in line with the national average and all pupils, including pupils with special educational needs, overall make satisfactory progress over time. There is no significant variation in the progress that boys make in comparison to girls. Pupils' skills in the key area of investigating and experimenting are at the expected level, but pupils' knowledge of life processes and living things, materials and their properties and physical processes is good.
94. In Key Stage 1, pupils in Year 1 are effectively learning how to observe and can confidently describe various parts of the eye. They have successfully investigated properties of a variety of materials. Most pupils have gained a good understanding of sources of light in their everyday

world. Pupils are enthusiastically beginning to experiment using simple equipment. By the end of Key Stage 1, pupils observe carefully and make suggestions and comparisons. They record their findings mainly in pictorial form including charts and graphs and there is sufficient emphasis on the use of extended writing. In their study of light, the higher attaining pupils identify important sources such as the sun and moon. All pupils understand the terms transparent and opaque but lower attaining pupils have difficulty with translucent. Most pupils have a limited understanding of the need for a fair test and this was evidenced in their experimentation for example, in investigating which materials are transparent, translucent or opaque. Pupils did not test the materials in a consistent way and results proved to be varied between groups of pupils. They know there are man-made and natural materials; that they have different properties and, based on these properties, which materials are best suited to which job.

95. In Key Stage 2, pupils consolidate and build on previously learned concepts. The investigative approach is developed appropriately in most aspects as in the case where pupils successfully carry out tests with simple circuits in electricity. Pupils extend their knowledge of light in Year 2 to explain how shadows are formed. Research skills are used effectively to investigate the topic of 'the earth and planets'. By the end of Key Stage 2, pupils have a wide experience of all the attainment targets and have a good grasp of appropriate scientific vocabulary. They predict outcomes of experiments, purposefully carry out investigations and base conclusions on sound knowledge and understanding of scientific processes. However, when investigating the effect of moving a source of light from a circle on the size of the shadow, although they show the ability to predict the result, most pupils did not obtain the evidence by means of a fair test. However, a strength is the pupils' ability to modify the test when it appears not to be effective. In discussion, pupils found difficulty in explaining how they could make the test fair. They successfully investigate the effect of the force of up-thrust in water and show they can make careful measurements. Higher attaining pupils can appropriately communicate their findings in a variety of ways including the use of extended writing. Mathematical tables and graphs, including single line graphs, are used well to support the work. Pupils with special educational needs make good progress particularly when the work is appropriate to their needs and an adult supports them. In discussion, pupils' knowledge of the natural world, materials and their properties and physical processes is good.
96. Pupils enjoy science and are often excited when practical tasks are presented for example, in Class 2 when pupils were trying to find about light and shadows. When lessons are stimulating and well paced behaviour is good and pupils remain on task. They readily ask and answer questions that are sensible and related to the focus of the lesson. Very responsible attitudes are displayed when experimenting with materials in groups with pupils taking care to use materials safely. Relationships are very good and pupils readily celebrate one another's successes and efforts.
97. Overall, the quality of teaching is satisfactory. In the lessons observed, all of the teaching was satisfactory. There are not sufficient lessons of good quality. In most cases, teachers plan their lessons well, identifying a clear focus for pupils' learning and incorporating an appropriate amount of practical and investigative activities. However, although pupils are presented with opportunities to show initiative the higher attaining pupils are not always challenged and assessment procedures at the end of a topic do not give a clear picture of pupils' attainment. There is a weakness in the development of pupils' skills in investigating and experimenting. In satisfactory lessons the teachers' subject knowledge is sound, enabling them to explain the topics clearly and deploy skilful questioning techniques, which challenge the pupils to think about their work. In a satisfactory lesson with Key Stage 2 pupils, they enthusiastically studied light and shadows and were presented with many opportunities to developed their scientific

vocabulary and increase their knowledge. Whilst the curriculum planning makes a positive contribution to providing appropriate challenge to pupils of different prior attainment, due to the large numbers in Key Stage 2 the higher attaining pupils are not always sufficiently well challenged. This is because the teacher cannot physically monitor and support such a wide range of ages and abilities, and as a result opportunities to question higher attaining pupils in order to extend their thinking can be missed.

98. The curriculum is appropriately organised in a two-year cycle to compensate for several year groups in the classes. The current scheme has been replaced by the Quality and Curriculum Authority's scheme that provides for greater continuity and progression. The curriculum provides a sound contribution to pupils' spiritual development through providing pupils with opportunities to reflect on the natural world and life cycles. Procedures for the assessment of pupils' attainment are completed every half term, however, these do not give a clear picture of the knowledge, understanding or skills the pupils have gained from their work. The monitoring role is concerned with looking at teachers' medium-term planning and pupils' work; there is no monitoring of teaching and learning through regular lesson observation. The science curriculum promotes the development of pupils' numeracy through the opportunities it provides for recording findings in the form of tables and graphs, and the development of literacy through opportunities to develop appropriate scientific vocabulary and through written accounts of investigations. Opportunities for pupils to read for information are appropriate. In order to raise standards the school plans to give the subject a major focus similar to that given recently to literacy and numeracy in the coming year. Little use is made of information technology in both key stages and this is an area for development. Health and safety requirements are carefully observed and the subject meets with statutory requirements.

100. **OTHER SUBJECTS OR COURSES**

100. **Information technology**

99. Information technology is not taught as a separate subject but is used to support pupils' learning across a range of other work. Limited use of computers was observed during the time of the inspection. Scrutiny of teachers' planning, pupils' work and discussions with them indicate that standards of attainment are broadly in line with national expectations at the end of each key stage.
100. By the end of Key Stage 1 pupils have successfully acquired the basic skills of using the computer mouse with satisfactory control to select items on the screen. They use simple word-processing skills to improve the presentation of their written work. Pupils recognise control as an integral part of many devices such as the television and washing machine. Older Key Stage 1 pupils programme a moveable toy to go forwards, backwards, right and left to a set number of paces. They are making good progress in consolidating the basic skills and are gaining in confidence.
101. By the end Key Stage 2 class pupils are using different size, colour and fonts for printing. They have appropriate skills in word processing and use them effectively to improve the quality and quantity of their writing. Older pupils are able to load a file, display and print a record and save their own work. In databases they can sort fields according to their own criteria. Year 6 pupils access computers confidently to get information from a CD-ROM using icons and menus. They understand the procedures for finding specific information, pronunciation of words etc. Pupils use control technology well to support a science project. They have constructed traffic lights and written a sequence of instructions for computer control. Older

pupils have a rota for setting up the class computer every morning.

102. Pupils at both key stages, including those with special educational needs, are making satisfactory progress. Key Stage 1 pupils consolidate their basic skills and make satisfactory progress in using the keyboard. Steady progress is evident in pupils in Key Stage 2 and their use of reference programs to search for information relevant to other subjects such as their study of India. Except for the older pupils many still need assistance in facilitating these programs.
103. Pupils enjoy using computers and have considerable confidence by the time they reach the end of Key Stage 2. They show initiative in 'trouble shooting' and extending their own knowledge and understanding of the programs they use. They use reference programs to search for information relevant to other subjects without teacher assistance. They co-operate well together and take turns. They show good levels of concentration and sustain effort.
104. Overall, the quality of teaching is satisfactory. Whilst the curriculum coverage of information technology is satisfactory, there is no planning, with the exception of the programmable Roamer, for the continuity and progression of specific skills in the various strands. This is unsatisfactory. The use of information technology to support other areas of the curriculum is not identified on teachers' lesson plans. The policy and scheme of work give satisfactory guidance to teachers when planning. There is no formal assessment procedure in place.
105. The school's stock of computers is inadequate. There is one in each teaching area and an old one that is set up for control technology in Key Stage 2. The ratio of pupils to computer in reception and Key Stage 1 is 25:1 and in Key Stage 2 is 34:1. This does not allow pupils sufficient opportunities to effectively develop their computer skills. Many pupils have access to computers at home. There is sufficient but limited software to support other areas of the curriculum.

Religious education

106. Pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus at the end of both key stages and standards have been maintained since the last inspection.
107. Most pupils by the end of Key Stage 1 have a satisfactory grasp of the content of simple Bible stories. In discussion they can communicate their ideas confidently when considering why there are rules. They can describe the kind of person that is a Christian and some of the rules they live by. Older pupils in Key Stage 1 know that the Old Testament is where the oldest stories of events before the birth of Christ are found. They know that the Ten Commandments are the rules given to Christians in the time of Moses. In discussion they give mature reasons and possible explanations for three of the commandments. They understand what is fair and how important forgiveness is. Good use is made of their skills in listening and speaking with appropriate use of a growing vocabulary to establish a clearer understanding.
108. By the end of Key Stage 2, most pupils know the main festivals in the Christian calendar. They can name and describe the use of different church furniture. They successfully describe the importance and relationship of the altar in church to the Last Supper. They know that the Last Supper is a Jewish celebration of Passover. Satisfactory progress is evident in their knowledge and understanding of the Christian faith and Hinduism, the other world faith that the school has chosen to study. Their skills of reasoning and forming judgements are well developed. Higher and average attaining pupils discuss comparisons between the faiths with appropriate maturity

and respect. They are quick to learn new information and have good recall of previous topics they have studied.

109. Pupils' response to this subject is positive. They show genuine interest, concentrate well and willing to discuss topics or stories they have studied. There is a sense of awe and wonder in response to what they learn. This was evident in studying a picture of the sculpture of The Upper Room. Pupils are confident to ask questions to clarify their understanding.
112. The quality of teaching in this subject is satisfactory. Work is appropriately prepared and teachers are secure in their knowledge and understanding of the subject. Good opportunities are given to develop pupils' spiritual awareness through reflection, appreciation, consideration, relationships and values. Good use is made of resources and artefacts to bring festivals and celebrations of many religions to life in the classrooms. Good displays promote further learning and a healthy curiosity. During the inspection the teacher who normally takes both classes was absent and class teachers appropriately delivered the lesson.

Art

110. There were no significant weaknesses in the previous report and standards have been improved. At both key stages, pupils have the opportunity to use a range of techniques and a variety of media to express their feelings and ideas through observational drawing, painting, printing, models and collage work. They successfully explore the work of other artists for example, Lowry and Monet, and try to adopt their style in their own work. The progress pupils make is good. At Key Stage 1, pupils' skills are above the level expected for pupils of their age. In painting an 'African' picture, pupils show accuracy and detail and an ability to appreciate texture and tone. In Year 2, pupils have successfully experimented with techniques such as colour mixing and collage that are effectively exhibited in displays of 'hot and cold' and 'Dancing at Dawn'. At Key Stage 2, pupils can record their own experiences with reasonable accuracy and attention to detail. In Year 3, they make effective pictures of 'Stanton School' in the style of Lowry'. In Year 4, pupils' observational pencil drawings of Indian artefacts show a good appreciation of tone, texture and shade. Pupils in Year 5 enthusiastically study the work of William Morris and can successfully produce 'tie and dye' patterns in his style. In Year 6, the standards that pupils achieve are above the level expected for pupils of this age; and progress of all pupils, including pupils with special educational needs, is good. This was evident in colourful portraits pupils produce in paint and observational paintings of plants. Good knowledge of Klint's style is evident in extended patchwork quilt designs. Pupils' skill in three-dimensional work is good as indicated in clay thumb pots that were developed into Diwali lamps.
111. Overall, the teaching is good. In the lessons seen all the teaching was good. In the good lessons the teacher has good subject knowledge and sets high expectations of pupils. Effective use is made of a good range and quality of visual stimuli and the teacher demonstrates techniques successfully. As pupils work the teacher effectively intervenes, encouraging pupils to think in depth about their work. A good example of this is seen in Class 2 when pupils carefully made shadow puppets to illustrate the birth of Krishna. The progress of pupils is greatly enhanced by well-briefed parents who purposefully interact with pupils for example, in Class 2. In the best lessons there is a lot of constructive interaction with pupils, and as a result valuable teaching points are made and pupils' skills are fully extended. Pupils' skills in literacy and numeracy are well used in the subject for example, in researching the life of various artists. The school is about to replace the present scheme with the Quality and Curriculum Authority's scheme. The subject is appropriately managed and resources are adequate. However, there is little recorded evidence of pupils' attainment in order to ensure progression in pupils' learning.

114.

Design and technology

112. The good standards highlighted in the last inspection have been maintained. It was only possible to observe one design and technology lesson during the inspection. But samples of pupils' work, teachers' plans and discussion with teachers and pupils show that pupils make good progress at both key stages and by the time pupils leave the school their level of attainment is better than that expected for pupils of this age.
113. Throughout Key Stage 1 pupils have good opportunities to handle a range of materials and appreciate how different materials can be joined to each other. In this key stage, appropriate emphasis is placed on the design process. Pupils use material confidently, choosing pieces appropriate for the intended purpose. They talk about their ideas and explain adaptations to their original designs. Most pupils know how to make a structure rigid. Year 2 pupils have made a cosy chair for Big Bear and a toy box for Kipper's toys. They have considered a number of factors, such as size and strength, and use their own everyday knowledge of these items effectively. Having made these items of equipment they effectively evaluate them. Their finished work is of a good standard.
114. All pupils, including pupils with special educational needs, make good progress throughout the school. In making things they show increasing accuracy in measuring, cutting and shaping. As they get older they pay more attention to the quality of the finished product. Pupils progress from producing simple designs in picture form in Year 1 to drawing accurate plans to scale in Year 6. In Year 5, pupils design and make models using batteries including rigid structures and test them for strength and suitability after designing appropriate tests. The oldest Key Stage 2 pupils have completed a project making a water wheel after a visit to Quarry Mill. Pupils enjoy food technology and have made and evaluated pease pudding linked to a project on Victorians.
115. Pupils have good attitudes to their work. They are very interested in what they do, maintain good levels of concentration and persevere well to complete their work to an acceptable standard. They share ideas and make appropriate choices from the resources provided. Most pupils work independently of the teacher for appropriate lengths of time, solving challenges that arise by themselves or through discussion with each other. Behaviour is good. In discussion with older pupils it was noted that pupils enjoy all aspects of their work in technology. They evaluate their models and think of ways to improve them. They co-operate with each other in the making process and in the sharing of tools. Pupils have good attitudes to work and show great interest in their topics, they take great care in drawing their plans and take a pride in their finished product.
116. The quality of teaching is good. In the lesson seen the teaching was good. Lessons are appropriately planned with clear learning objectives. They have an appropriate structure to ensure pupils have opportunity to share ideas; show initiative as they work individually or collaboratively, and to evaluate their progress. Teachers use questions skillfully to help pupils recall previous learning and to consolidate and build on what they already know. The teacher provides constructive verbal feedback to help pupils evaluate their work. Literacy skills and numeracy skills are satisfactorily covered in design and technology lessons. Pupils sometimes write written evaluations of their experiences in designing and making. They also measure in both the design and making processes. The subject is effectively managed by the co-ordinator who has a clear action plan for further improvement. The school is about to introduce the Quality and Curriculum Authority's scheme and resources are adequate. However, assessment is still weak and there is no clear record of the skills, knowledge and understanding that pupils have in order to ensure progression in their learning.

Geography and history

117. No history lessons were observed in either key stage during the inspection. History is the focus next term. Evidence from documentation and discussions with staff indicate that pupils have a balanced programme of history during the key stages. There was insufficient evidence to form a firm judgement on standards of pupils' work.
118. Standards of pupils' work in geography are above the level expected for pupils of this age by the end of Key Stages 1 and 2. Throughout the school there is good emphasis on fieldwork and use of a good range of resources. By the end of Key Stage 1, pupils use geographical terms accurately, and confidently study pictures and photographs to obtain information about Africa the current topic. They are aware of the various temperatures around the world and know this governs the type of clothes people wear in these places. A good range of vocabulary is used to compare the lives of two African children, one living in a city the other in the bush, with that of their own. The vast majority of pupils can find Africa and England on a map of the world. By the end of Key Stage 2, pupils have developed a much more refined view of their place in the world, and are able to discuss relative features of places they have visited. They can name the continents and identify major countries on the map of the world. Pupils know the main cities of India, their current topic, and can locate them using grid references. Good use is made of contents and index to support finding specific information in reference books and atlases. A higher attaining Year 6 pupil was able to compare the position of Trinidad and Tobago, which he visited in the summer, to that of India. He was able to consider their comparative nearness to the equator in respect of similarities in possible weather conditions.
119. Pupils make good progress at both key stages. At Key Stage 1 they recognise the map of the world and learn that the world is round, but is represented as flat on a map and round on a globe. Pupils know the sea is represented by blue and the equator is an imaginary line around the world. They effectively extend their geographical vocabulary and most pupils make excellent progress in identifying animals found in Africa. At Key Stage 2, pupils make good progress. They effectively consolidate and extend their knowledge of India and life in Darjiling compared to Derbyshire. Year 3 pupils make good progress in acquiring the skill and knowledge to access information using a computer. Good opportunities give pupils effective consolidation of use of the atlas and other reference material. At both key stages pupils with special educational needs make sound progress, with effective support from their class teachers, educational care officers and peers.
120. Pupils' response and their attitude to learning are good. The majority of pupils travels locally or abroad and contribute personal experiences to the lessons. They are interested and motivated; and this is usually promoted well by the challenging work presented, and good relationships built up between teachers and pupils. All pupils are particularly eager to participate in lessons and ask relevant questions to extend their knowledge. Older pupils have a mature attitude and give well thought out responses.
121. Teaching is good at both key stages. In the lessons seen the teaching was good. The teachers take pains to ensure that pupils' previous learning is built upon, by beginning the lesson with lively question and answer sessions, and making clear the purpose of the current lesson. Work is usually set at a good level of challenge with different work and often extra support being given to groups of pupils with different abilities. Teachers' effectively exploit opportunities to consolidate and extend pupils' knowledge and learning. Availability of resources is good; they are well prepared, accessible to pupils and used effectively. Teachers are secure in their knowledge and understanding of the content of the Quality and Curriculum Authority's

guidance. The policy statement clearly shows how the school will teach geography. The scheme of work is a satisfactory guidance for teachers. The subject is appropriately managed and resources are satisfactory.

Music

122. During the inspection it was not possible to observe a music lesson in Key Stage 1 and only one in Key Stage 2. Judgements relating to attainment at the end of each key stage arise from teachers' planning, talking to pupils and observation of pupils singing and listening to music in assemblies. By the end of both key stages pupils attain levels which are above those expected for pupils of this age. Pupils have experience of listening and appraising in Key Stage 1 and all the elements of the National Curriculum in Key Stage 2 with the emphasis on performing and composing. A firm foundation is laid for future musical development.
123. At Key Stage 1 pupils listen attentively to music. The music is selected to promote the theme or mood of the assembly. They respond positively to this but insufficient opportunities are given to appraise the music to discuss its suitability or the composer. They sing with increasing awareness of pitch, expression and controlled breathing. Key Stage 2 pupils sing with clear diction, good rhythm and appropriate dynamics. They appraise their performance and make sensible suggestions for improvement. They follow the teacher in the successful and tuneful singing of an unaccompanied song. The correct complicated rhythm is maintained throughout. Older pupils in Key Stage 2 know how to record their compositions using their own symbols to indicate instruments, changes in tempo and dynamics.
124. Pupils make good progress in both key stages. Key Stage 1 pupils concentrate hard when listening to music. Pupils in Key Stage 2 are developing effective use of untuned instruments to introduce songs. When performing they respond well to signals from their teacher or another pupil, indicating, for example, changes in dynamics or rhythm. They listen to and evaluate their performance and express reactions clearly and thoughtfully.
125. Pupils evidently enjoy listening to and making music. Their learning is positive. At Key Stage 1 pupils respond quickly and appropriately to the music they listen to. At Key Stage 2, pupils are responsive to instructions and engage actively as a class. Pupils make suggestions readily, and are well behaved and sensible when using musical instruments.
126. The quality of teaching in Key Stage 2 is good. The teacher is well prepared and sets out to ensure that pupils enjoy the lesson and take full part. Pupils' efforts are encouraged to ensure that all pupils gain confidence and make steady progress.
127. There are opportunities for pupils to receive peripatetic music tuition for the violin. A number of events are held each year, which raise the profile of music throughout the school. These include participation in church celebrations of Harvest, Christmas and Easter and the local music festival. There is a music policy in place. However, the scheme of work lacks sufficient detail to support non-specialist teachers. There is no system in place to track pupils' progress through the music curriculum. There is an adequate range of accessible resources that are used well to promote effective teaching and learning. Throughout the school music is taught in an environment which promotes enjoyment.

130. **Physical education**

128. Due to a range of unfortunate circumstances it is not possible to judge pupils' progress in physical education or comment on the quality of teaching in Key Stage 2. The teacher responsible for teaching physical education to both classes was absent. In addition the school has no hall and due to inclement weather the Key Stage 2 lesson did not take place. One lesson was seen in Key Stage 1 taken by the class teacher in the local reading room.
129. The youngest pupils in Key Stage 1 become increasingly confident in using space as they move round the hall, showing an awareness of others. By Year 2, pupils' show satisfactory body control and build different movements. Pupils are able to move in response to music showing satisfactory body awareness and form.
130. In Key Stage 2, all pupils achieve their 25 metre swimming award by the time they leave the school.
131. Pupils' attitudes to physical education lessons are good overall. Pupils enjoy their lessons and they listen carefully to the teacher, try hard to improve their skills and behave well. Relationships between pupils are good. When working in pairs pupils co-operate and collaborate well. They take turns as appropriate and make positive comments about each other's performance.
132. In the lesson seen, the teaching was satisfactory. The lesson was carefully planned and prepared and had a clear focus and purpose. It had a clear structure, which included an appropriate warm up and cool down exercise. The teacher was enthusiastic and this motivated the pupils to try hard to develop their skills. The teacher used demonstrations of pupils' skills to assist them in their teaching, this was done well.
133. Assessment procedures are unsatisfactory. There are presently no formal assessment systems for physical education except for an award scheme in swimming. The school has no hall and makes use of the local reading room. This facility is limited and does not have a positive impact on the quality of teaching and on pupils' attitudes, progress and attainment. Standards have been maintained since the last inspection. The co-ordinator manages the subject appropriately and resources are adequate.

136. **PART C: INSPECTION DATA**

136. **SUMMARY OF INSPECTION EVIDENCE**

134. A team of three inspectors who, over a two-and-a-half-day period, completed a total of six inspector days in the school undertook the inspection. For the majority of time in school, inspectors visited classes, talked with individuals and groups of pupils and evaluated the work they had done. About 15 hours was spent on these activities. In addition, interviews were held with the headteacher, teachers with curriculum and management responsibilities, ancillary staff, parents and members of the governing body.

135. Twenty-two lessons were observed, roughly equal numbers for the two classes in the school, as was the work of the support staff.

136. Furthermore:

- 21 pupils were heard reading and they were questioned on their understanding and knowledge of books in general;
- pupils from each year group were examined on their mathematical knowledge and understanding;
- samples of pupils' work covering the full ability range were scrutinised in all year groups, along with samples of work from last year;
- the policy documents of the school and the school development plan were considered;
- attendance registers, the records kept on the pupils, including annual reports, and teachers' planning documents were inspected;
- the budget figures were analysed.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	58	2	11	1

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	2.3
Number of pupils per qualified teacher:	25.2

Education support staff (YR – Y6)

Total number of education support staff:	2
Total aggregate hours worked each week:	56

Average class size

Average class size:	29
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Financial data

Financial year: 1999/2000

	£
Total income	139,994
Total expenditure	139,629
Expenditure per pupil	1,681
Balance brought forward from previous year	7,403
Balance carried forward to next year	7,768

PARENTAL SURVEY

Number of questionnaires sent out:	45
Number of questionnaires returned:	19

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	63	26	5	5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	58	42	0	0	0
The school handles complaints from parents well	22	50	22	6	0
The school gives me a clear understanding of what is taught	26	42	16	16	0
The school keeps me well informed about my child(ren)'s progress	47	21	11	21	0
The school enables my child(ren) to achieve a good standard of work	53	16	26	5	0
The school encourages children to get involved in more than just their daily lessons	42	42	0	16	0
I am satisfied with the work that my child(ren) is/are expected to do at home	47	37	5	11	0
The school's values and attitudes have a positive effect on my child(ren)	53	37	10	0	0
The school achieves high standards of good behaviour	53	42	5	0	0
My child(ren) like(s) school	63	32	0	5	0

Other issues raised by parents

Concerns were expressed about the large class in Key Stage 2.