

INSPECTION REPORT

**Taxal and Fernilee Church of England Primary
School**

High Peak

LEA area: Derbyshire

Unique Reference Number: 112872

Headteacher: Mr D Hoskisson

Reporting inspector: Mrs H Macdonald

Dates of inspection: 27th – 30th September 1999

Under OFSTED contract number: 707191

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
Type of control:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Reddish Road Whaley Bridge High Peak SK23 7JF
Telephone number:	01663 733262
Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Lord
Date of previous inspection:	April 1996

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Mrs J Smith, Lay Inspector	Special educational needs Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Accommodation and learning resources
Ms E Matthews	English Music Religious education	Curriculum and assessment Pupils' spiritual, moral, social and cultural development
Mr E Morris	Under fives Science Design and technology Information technology Art Physical education	Staffing Efficiency

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MAIN FINDINGS

What the school does well

- Good provision is made by the class teacher for children who are under five. The children are well prepared for starting work at Key Stage 1.
- Above average attainment in numeracy and science at the end of both key stages.
- High quality work and progress in art and design and technology.
- Effective procedures for pupils with special educational needs ensure sound progress.
- Strong support from and good liaison with parents.
- Examples of very good and excellent teaching in both key stages.
- Headteacher and governing body work together as a committed team.

• Where the school has weaknesses

- I. The lack of regular classroom support for the under fives.
- II. Variations in the quality of teaching and a significant minority of unsatisfactory teaching.
- III. Spiritual development is unsatisfactory.
- IV. A number of health and safety issues.

These weaknesses are outweighed by what the school does well.

• How the school has improved since the last inspection

Most of the weaknesses have been overcome and the school is better than it was. Welfare and security have improved. The role and impact of the governing body have increased and the governing body is more effective. Statutory requirements are fully met. Presentation and handwriting are improved although not in all classes. More could have been done to remedy this weakness.

Tests and other assessments are being increasingly used to set realistic targets for pupils in English. The literacy hour is well established and a good start has been made with the numeracy hour. The school is well placed to improve and meet its own targets in providing targets for pupils in mathematics and science.

• Standards in subjects

This table shows the standards achieved by 11-year-olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
English	E	E	<i>Average</i>	C
Mathematics	D	E	<i>below average</i>	D
Science	E	E	<i>well below average</i>	E

The information shows that standards in SATs are well below average for the core subjects

nationally and when compared with schools of a similar nature. This is largely due however, to a high proportion of pupils with special educational needs in the 1998 cohort. Currently, by the time the pupils leave school at the end of Key Stage 2, according to statutory assessment, attainment in 1999 in English is in line or above the national average. In mathematics and science it is above the national average. Comparisons with schools of a similar nature are not yet available. Pupils' attainment in information technology and religious education is average. During the inspection, the work seen in science, art, design and technology and in most classes in numeracy, was of a good standard and in most other subjects, there were examples of good work.

- **Quality of teaching**

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

The quality of teaching is at least satisfactory or better in 88 per cent of lessons and very good or better in 34 per cent of lessons. The quality of teaching varies however and in 12 per cent of lessons, it is unsatisfactory. The main weaknesses are related to low expectations in terms of both behaviour and what pupils can achieve. The sharing of the teaching in Year 6 is well managed.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Good; some restlessness in some classes during the literacy and numeracy hours related to the cramped accommodation. Pupils' attitudes to learning and personal development are good.
Attendance	Very good; above the national average. Some unauthorised absence due to holidays. Pupils enjoy coming to school and are punctual.
Ethos*	A secure and caring environment; older pupils help younger ones and most have positive attitudes to their work. Commitment to improving standards. The Christian ethos of the school however, is not strongly included
Leadership and management	The headteacher provides clear educational direction; much has been achieved since the last inspection with the support of the staff and the governing body. The governing body is supportive and provides the necessary checks and balances. Insufficient monitoring of the quality of teaching.
Curriculum	Under fives curriculum is good and well planned. In both key stages it is broad and well planned; pupils build on their previous learning and progress at an appropriate rate. Medium-term planning has improved and continues to improve. Use of assessment information to plan the next stage of learning is variable.
Pupils with special educational needs	Good procedures are in place in accordance with the Code of Practice. The support for pupils by teachers support staff is good. However, the amount of support available for these pupils is very limited.
Spiritual, moral, social & cultural development	The provision for the pupils' moral, social and cultural development is satisfactory. Provision for pupils' spiritual development is weak.
Staffing, resources and accommodation	Sufficient qualified staff to meet the needs of the curriculum but there is no regular non-teaching support for the under fives. Resources are satisfactory. Very cramped accommodation for current numbers throughout. The hall is used as a classroom which restricts physical education. Overall the cramped accommodation constrains attainment and progress. An attractive and clean building.
Value for money	Taking into account pupils' attainment on entry, the quality of education provided, the standards attained by pupils by the time they leave school at eleven and the low unit cost, the school provides satisfactory value for money.

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

· **The parents' views of the school**

What most parents like about the school

- V. Good communication; informal discussions welcomed.
- VI. Parents' help encouraged, valued and used.
- VII. Good information supplied through monthly newsletters and termly class letters.
- VIII. The children enjoy coming to school – 'the best club'.

What some parents are not happy about

- IX. A minority of parents felt that they did not progress.

The inspection team thought there was good informal communication through the school's open door policy but that the less confident parents might need another channel of communication. As the school establishes its target setting, consideration might be given to providing parents with interim details about attainment and progress in addition to those available in the standard statutory tests. The quality and amount of information contained in the annual report is variable and needs to be more consistent.

· **KEY ISSUES FOR ACTION**

The headteacher, governors and staff should:

X. Ensure that the quality of teaching is of a consistently good standard by:

XI. Providing more precise monitoring by the headteacher to assess strengths and weaknesses;

XII. Providing appropriate guidance and support where necessary, drawing on the high quality teaching which exists at both key stages.

(paragraphs 27, 32, 34, 38, 45, 66, 118, 120, 125, 133, 134, 135, 145, 155, 166)

XIII. Improve the provision for spiritual development by:

XIV. Including planned moments for reflection in every class and in most assemblies;

XV. Ensuring that pupils become aware and appreciate the wonders of literature, music, the natural world and heroic achievements of human kind in subjects such as English, music, science, history and geography.

(paragraphs 51, 146)

In addition to the key issues above, the following important weaknesses should be included in the action plan:

XVI. Continue to aim for higher standards in handwriting and presentation. (paragraphs 14, 103)

XVII. Ensure that the annual reports contain sufficient quality and amount of information. (paragraph 62)

XVIII. Ensure that the governing body continues to develop systems to monitor the impact of expenditure on attainment and progress. (paragraphs 68, 80)

XIX. When time permits, review the allocation of the co-ordinators' roles in order that key personnel are not over-burdened. (paragraph 73)

XX. When funds allow, provide classroom support for the under fives. (paragraphs 73,95)

· **Health and safety**

XXI. The number of toilets for under fives will be inadequate for the increased number of pupils attending after Christmas.

XXII. The cramped accommodation, particularly for the classes containing over thirty pupils, constrains attainment and progress in the literacy and numeracy hours.

XXIII. The use of the hall as a classroom restricts the physical development of the pupils and results in increased disruptive movement of pupils when the hall is required for other purposes such as dining.

XXIV. In overcrowded class spaces both pupils and teachers have difficulty in moving safely.

(paragraphs 60, 75, 76, 99, 125)

INTRODUCTION

· **Characteristics of the school**

1. Taxal and Fernilee Church of England Primary School (Controlled) is situated on the outskirts of the small town of Whaley Bridge in north west Derbyshire, halfway between Stockport and Buxton. With a current role of 162, it is smaller than most primary schools. The pupil teacher ratio is 24.5:1 which is slightly above average. There are almost equal numbers of boys and girls in the school. Children are admitted to the school during the year in which they will become five. There are two admission dates: one at the beginning of the Autumn term and the other at the beginning of the Spring term.
2. Five per cent of the pupils are entitled to free school meals, a figure below national averages. There are 32 pupils on the special educational needs register, four of whom have statements. Most pupils are on Stages 1 and 2. One pupil is of ethnic origin. Most pupils come from the immediate locality, the southern part of Whaley Bridge. This is an area of mixed housing, private, rented and local authority. The range of backgrounds is average in social and economic terms.
3. The levels of attainment on entry to Reception and evidence from baseline assessment (assessment of children on entry to Reception) suggest that attainment on entry is broadly average although there have been some variations over the years. The school is closely involved in the local community and is well supported by parents.
4. The building originally accommodated 120 pupils and because the standard admission number has risen, and as a result of successful appeals, the hall is now used as a sixth classroom but the rest of the building is overcrowded.
5. The school has wide-ranging set of aims. Current initiatives relate to:
 - Baseline assessment;
 - Literacy hour;
 - Numeracy Strategy;
 - Target setting;
 - Re-organisation of the curriculum.

· **Key indicators**

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	13	11	24

· National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	12	10	11
	Girls	10	11	11
	Total	22	21	22
Percentage at NC Level 2 or above	School	92	88	92
	National	80	81	84

· Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	11	13
	Girls	11	11	11
	Total	23	22	24
Percentage at NC Level 2 or above	School	96	92	100
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	9	9	18

National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils at NC Level 4 or above	Boys	2	4	6
	Girls	6	4	3
	Total	8	8	9
Percentage at NC Level 4 or above	School	44	44	50
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	8	7
	Girls	8	7	7
	Total	16	15	14
Percentage at NC Level 4 or above	School	89	83	78
	National	65	65	72

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.6
	Absence	National comparative data	5.7
	Unauthorised	School	0.2
	Absence	National comparative data	0.5

Exclusions

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

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	34
	Satisfactory or better	88
	Less than satisfactory	12

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Attainment in both key stages in the core subjects of English, mathematics and science in the years 1996 to 1997 was in line or above national expectations. In 1998, attainment in these subjects was below national expectations both in attainment and in comparison with schools of a similar nature. This was largely due to a high proportion of pupils with special educational needs in the 1998 cohort.
2. By the time the pupils leave school at the end of Key Stage 2, according to statutory assessment, attainment in 1999 in English is in line with the national average. In mathematics and science it is above the national average. Comparisons with schools of a similar nature are not yet available.
3. The attainment of children on entry is broadly average for their age but there is a small proportion of potentially high as well as low attaining pupils. As a result of good teaching, at this stage in the term, the pupils are already making good progress towards their targets in all the areas of learning and most are on track to meet nationally agreed targets.
4. By the beginning of Key Stage 1, the majority of pupils have achieved the language and literacy targets for their age. They turn readily to books and understand initial letter sounds. Using pens, pencils, crayons and brushes, they begin to write. Some have already progressed to accurately copying the teacher's writing. Pupils attain well in mathematics and are able to sort, match and understand the relationship between numbers and objects. Keyboard skills are developing well and they understand that a computer can contribute to finding new information. There is early identification of pupils with potential special educational needs.
5. The inspection findings show that present attainment for Year 2 pupils is in line with national expectations in English, mathematics, religious education and information technology and above national expectations in numeracy and science. At Key Stage 2, Year 6 pupils' attainment is above national expectations in numeracy and science and in line in English and other aspects of mathematics, religious education and information technology.
6. In English, attainment in listening and speaking is satisfactory in both key stages. By Year 6, the pupils are able to listen attentively and respond positively. However, progress in listening and speaking is hampered by large classes situated in close proximity to other classes.
7. Attainment in reading is satisfactory at the end of both key stages and some pupils in Year 2 and Year 6 are already attaining higher levels than the national average. Early reading skills in Key Stage 1 are taught conscientiously and progress is steady in levels of fluency and comprehension.

8. Progress in reading is uneven at Key Stage 2, and although most pupils in Year 6 are competent readers, not all are enthusiastic. The pupils with special educational needs at both key stages receive well-planned and well-matched support in most classes and make steady progress towards their individual targets.
9. In recent tests, pupils' attainment in writing at Key Stage 1 fell slightly below the national average. Although there has been some improvement since the last inspection, progression in the skills of handwriting and presentation are uneven and range from unsatisfactory to good. By Year 6, levels of attainment are in line with national expectation but here again, progress is uneven and reflects the variations in the quality of teaching at Key Stage 2 and in particular, teacher expectation. In some classes, writing skills are being increasingly applied in other subjects.
10. The majority of Year 2 pupils can add and subtract numbers to ten, some doing it mentally, and are beginning to understand place value to one hundred. They can correctly identify basic shapes and use an increasingly wide vocabulary of mathematical terms. Good progress is made by most pupils and the satisfactory progress made by pupils with special educational needs is directly related to the satisfactory to good teaching they receive in Year R, Year 1 and Year 2.
11. By Year 6, most pupils have a good understanding of the four rules and mental tables one to ten. There is a sound understanding of space, shape and measurement and the high attaining pupils in particular, are already attaining Level 4 in numeracy. Although overall progress is satisfactory in all aspects of mathematics, it is unsatisfactory at the beginning of Key Stage 2 where progress is limited.
12. At the end of both key stages, attainment in science is above average. Year 2 pupils can observe accurately and explain their observations. Year 6 pupils understand the importance of fair testing in experiments of their own devising. They can predict likely outcomes and draw their own conclusions. They use correct scientific terminology when writing their reports.
13. Progress is good at Key Stage 1 where the pupils rapidly develop their investigative skills. Progress is uneven at Key Stage 2, due to low expectations of both behaviour and response. By Years 5 and 6 however, progress improves. Pupils with special educational needs make satisfactory progress and are given good support by teachers, parents and volunteer helpers.
14. In information technology by Year 2, the pupils can use the mouse confidently and acquire suitable keyboard skills. By Year 6 they can process text, create their own databases and interrogate them. Logo is used successfully to learn programming techniques.
15. Satisfactory progress is made at both key stages in data handling and keyboard functions. Progress in inputting text is less satisfactory. Pupils with special educational needs make satisfactory progress and are well supported by their peers when working in pairs or small groups.
16. Pupils' attainment by Year 6 in religious education is satisfactory. They are familiar with well-known bible stories and are beginning to learn about other faiths. Progress for pupils, including those with special educational needs however, is limited in some

cases due to the lack of teachers' subject knowledge.

17. In the foundation subjects of physical education, history, geography and music, satisfactory progress is made. Standards in these subjects have been maintained since the previous inspection. In art and design and technology, progress is good and there are examples of high quality work in most classes.
18. Pupils with special educational needs attain levels which are below national standards in literacy and numeracy but are appropriate to their assessed needs in individual education plans. Most receive sensitive and effective support when available from teachers, local authority support staff and non-teaching assistants. Satisfactory progress is made in most subjects of the curriculum. High attaining pupils in most classes are challenged, particularly by the work in numeracy and science.

23.

Attitudes, behaviour and personal development

19. The previous report stated that good provision was made for this aspect. This has continued.
20. Children under five make good progress in their personal development and have a very positive attitude to learning. In the week of the inspection, Reception children have only been in school for four weeks but have already learnt good work habits. When required, they are able to sit quietly and listen to their teacher. They are eager to contribute their ideas but are also able to wait their turn and listen to their classmates. They behave well, have pleasant relationships with each other and with adults and are able to work sensibly in groups. They are encouraged to be self-reliant. They show a responsible attitude when tidying up or getting out equipment. When they choose books in the library, they behave very maturely.
21. Pupils throughout the school have good attitudes to learning. In most lessons they show interest in their work, concentrate well and are eager to answer questions and to be actively involved in their own learning. In a science lesson on sound, Year 4 and 5 pupils displayed very good attitudes to learning. They responded with enthusiasm and interest to the varied and challenging tasks with which they were presented. They practised sign language, acted out the passage of sound through the ear canal and drew careful diagrams of the ear's structure taking obvious pride in their work and using reference books sensibly.
22. Behaviour in class is generally good but in some classes expectations of good behaviour are insufficiently high and on some occasions when pupils are given inappropriate work, they lose interest, chatter to each other inconsequentially, work at a slow pace and make little progress. When pupils are obliged to sit still for too long in the introductory session of the literacy hour, they often become restless. Some teachers are wisely adapting the structure of these lessons to give better variety and interest for pupils.
23. Behaviour outside the classroom is good. In the playground, pupils of different ages play together amicably. The lunch time break is well supervised by midday supervisors and mealtimes are orderly, though sometimes noisy, occasions. In moving around the school, pupils need to develop a higher level of self-control. Too often pupils begin to run inside the school putting themselves and others at

risk in the cramped conditions and teachers find it necessary to frequently reinforce the rule against running. No incidents of bullying were observed and pupils are confident that should they occur, staff would deal with them effectively. There have been no exclusions.

24. Relationships throughout the school are good. Pupils, and in particular younger pupils, show respect for each other's feelings. Pupils are able to work together collaboratively in lessons. For example a group of Year 2 pupils helped each other well in a computer lesson, giving each other advice and handling the equipment with care. In a design and technology lesson involving the making of tanks out of cotton reels, Year 4 and 5 pupils displayed very good working relationships, helping each other when faced with difficulties in their task.

25. Pupils respond well when they are given responsibility. For example, Year 6 pupils help by preparing the physical education equipment for other classes and assist in the Friday good work assembly by helping younger pupils to present their work. Pupils from another Key Stage 2 class help younger pupils with reading.

30. **Attendance**

26. Attendance is very good. Pupils enjoy coming to school. One child said, 'school is the best club I go to'. The attendance rate is above the national average. There is little unauthorised absence and this is due to a few parents taking their children for longer than the permitted two weeks holiday during term time. Punctuality is very good and the school day gets off to a prompt start.

31. **QUALITY OF EDUCATION PROVIDED**

31. **Teaching**

27. The quality of teaching is satisfactory or better in 88 per cent of lessons, very good or better in 34 per cent of lesson and less than satisfactory in 12 per cent of lessons. The unsatisfactory teaching has had a negative impact on attainment and progress. This contrasts to some extent with the judgements made in the previous report. The percentage of both very good and better teaching and less than satisfactory teaching has increased since the previous inspection.

28. The teaching of children under five is consistently very good. As a result, the pupils receive an excellent start to their school life. Planning is meticulous, assessment is used effectively and the tasks prepared are well-matched to the particular needs of individual pupils.

29. The quality of teaching is mostly satisfactory or better at both key stages in mathematics and science. It is satisfactory in English and information technology and religious education. The strengths of the teaching across both key stages include effective medium- and short-term planning for age and ability in the Literacy and Numeracy Strategies; lively, interesting presentations at the beginning of lessons; effective management of pupils in spite of the cramped conditions and teachers' subject knowledge. The weaknesses are focused where classroom management and teacher expectation of both behaviour and quality are unsatisfactory.

30. In both key stages, most teachers have a secure understanding of National Curriculum requirements in all subjects and have acquainted themselves rapidly with the Numeracy and Literacy Strategies. In religious education, the teachers' subject knowledge in some instances is uncertain.
31. In most classes in literacy and numeracy and science, teachers use the oral session to assess pupils' attainment and introduce new knowledge and skills in an interesting way. In the best lessons, these sessions are very demanding and challenge the high attaining pupils.
32. All the medium- and short-term planning for literacy, numeracy and science is satisfactory and builds upon what the pupils already know. Most teachers are very clear about what they want the pupils to learn in these subjects and they organise appropriate activities which are matched to pupils' needs. They try very hard to follow the timed targets as indicated in planning for literacy and numeracy, although with large mixed age, mixed ability groups, it is very difficult.
33. In most classes, the teachers manage their pupils well and have high expectations of how the pupils should behave and what they should learn. This has a positive impact on learning and attainment. However, where the management of the classroom work is weak and expectations of good behaviour are low, progress and attainment are unsatisfactory.
34. In most lessons, particularly in English, mathematics and science, the resources are carefully prepared and the work sheets accurately match the pupils' attainment. Where they are available, support staff liaise effectively with the class teachers and are used very well with individuals and groups. Information technology is being increasingly used to support learning.
35. The quality of teaching for pupils with special educational needs within the classroom is satisfactory and the teachers are aware of the particular needs of these pupils. They work very hard in both planning of the tasks and the help they give to the pupils during the lesson to help them to make progress. However, it is difficult in the introductory session in both literacy and numeracy to include them effectively in the targeted questioning.
36. Some teachers in both key stages are very good at day-to-day assessment in all subjects and are becoming particularly adept at assessment in numeracy and literacy. However, the use of assessment is variable and not all of it is as good as the best.
37. Throughout the school, the teachers respond well to the pupils and help them to improve the quality of their work, giving helpful oral feedback. However, work is not always marked regularly and some teachers' written comments do not help the pupils to improve.
38. Homework is being used increasingly to extend and reinforce what is taught in school. Reading books are taken home regularly and homework is also given to practice spelling and tables throughout the school. The homework pattern is particularly well established in Year 6 where both teachers liaise effectively in the setting of work which will build on class work.

43. **The curriculum and assessment**

39. As in the previous report, the school provides a sufficiently broad curriculum for all pupils including those with special educational needs. The curriculum for the under fives is broad and includes all the areas of learning. All subjects of the National Curriculum as well as religious education are taught. Art and design and technology receive especially good coverage. Although the balance of the curriculum is mainly satisfactory, there are some inconsistencies. The school has worked hard over the past two years to establish the Literacy Strategy and is now well en route for introducing the Numeracy Strategy. In this it has been successful. At times, however, and in some classes, a greater time allocation than has been recommended nationally is given to literacy. This adversely affects the time available for other subjects. The time available for the teaching of information and communication technology, for example, as well as for extended English writing across the curriculum especially in the humanities and for music lessons, becomes compressed. Physical education, apart from swimming, receives a lack of emphasis and attention across the school. This is due to the limitations of the accommodation. The hall is used as a classroom and weather conditions too often prevent the use of the playground. Overall, however, the curriculum prepares pupils satisfactorily for the next stage of education.
40. Within the curriculum there is sound provision for the pupils' personal and social development and this includes satisfactory and statutory arrangements for the teaching of sex education health education and drug abuse. There is equality of access to all strands of the curriculum and opportunity for all pupils to make progress. The school meets the curricular requirements of all pupils on the school's Code of Practice special needs register. In some classes, staff are aware of the potentially higher attaining pupils and make particularly well-matched provision for them. This is not practised throughout the school and, because of some under-expectation, some pupils do not always attain the standards of which they are capable. There is early identification of pupils with learning and or behavioural difficulties. They receive extra and successful help either from additional staff in class or on a withdrawal basis. Individual education plans [IEPs] are drawn up by the Special Educational Needs Co-ordinator [SENCO] in conjunction with the class teacher. Parents are consulted and, if necessary, outside agencies such as speech therapists and educational psychologists are asked for additional support. The IEPs are reviewed regularly and these particular pupils make good progress towards their own targets.
41. Policies are in place for all subjects and aspects of the curriculum. They are of variable quality ranging from adequate to good. These are not always well supported by guidelines and the school needs to review this area so that less confident staff are kept informed of requirements and are provided with positive help towards ensuring curriculum consistency. Progression and continuity in some subjects is currently uneven.
42. Planning of the curriculum is satisfactory. Considerable time has been given to planning the Literacy and Numeracy Strategies. At present, some plans do not indicate clearly the expected attainment of pupils so that the teachers know precisely what they want pupils to learn. At present, the quality of long-term, medium-term and daily planning is uneven and is too dependent upon the quality of the teaching and the depth of teachers' subject knowledge. The planning for literacy and numeracy is thorough and has a positive effect on attainment.

43. The provision for extra-curricular activities is good. Pupils at Key Stage 2 are able to choose from an environmental club, dancing, sport, chess and music, including recorder and keyboard skills. Clubs are reasonably attended and broaden the range of the pupils' experiences. There is provision for a play club both before and after school.
44. Procedures to assess the pupils' attainment have improved since the last inspection. In most classes the assessment procedures are good. Until recently, a range of recording and assessment systems has been used. The assessment of pupils when they started in school, as well as a range of optional tests for English and mathematics, were successfully implemented. The results of these tests are being used with increasing effectiveness to inform planning and to promote better progress and higher attainment. The suitability of individual targets for pupils is just beginning and the selection of pupils' work from Reception to Year 6 in the individual folders provides additional assessment detail. Not all entries however, are dated or annotated and, therefore, in some classes, their use is limited. Assessment of guided reading is also being trialled and is included in forward planning. The weekly plans for both literacy and numeracy, which indicate areas for development, are proving a useful guide for future curricular organisation. While effective assessment arrangements are still being developed, there are examples of effective recording and assessment practice used by individual teachers which could be adopted more consistently across the school.

49. **Pupils' spiritual, moral, social and cultural development**

45. The school attaches importance to this area of development but fails to indicate this early in the prospectus. The school aims to establish an atmosphere which is friendly and happy and where moral and social values are encouraged. In this the school is successful and pupils' development is satisfactory.
46. Overall the provision for the pupils' moral, social and cultural development is sound but the attention given to spiritual development is weak. The pupils' spiritual growth receives too little emphasis within this Church school. This aspect of the curriculum is too dependent upon the insight and expertise of individual teachers. Insufficient planned time is afforded, both in class and in assemblies, for pupils to reflect upon ideas. Insufficient consideration is given to the wonder of creation, science, literature, music, art or man's achievements. Some teachers help pupils towards a growing spiritual awareness but this does not happen in every class.
47. The pupils are quickly and enthusiastically introduced to, and understand, the school's moral code. They have a clear understanding of what is right and wrong and what is acceptable or unacceptable behaviour. As they grow older, the pupils show an increasing care and concern for one another's feelings. They show respect for each other's property as well as for the school grounds and building. All staff provide positive role models and the school has an atmosphere of mutual trust. Pupils make satisfactory progress in moral development.
48. The school makes sound provision for the pupils' social development. Pupils are cheerful, happy and secure and make positive relationships with their peers and with all adults within the school community. Several opportunities are provided for them to work together in groups or to co-operate with, and help, a friend. Some teachers are particularly skilled in creating a good social climate. They encourage their pupils to

show initiative and to take responsibility for the younger pupils. Year 6 pupils, for example, help, encourage and introduce younger pupils when taking part in the 'Good Work' assembly. In one or two classes, relationships between pupil and teacher are not always sufficiently positive, but overall the pupils trust their teachers and peers and are open, friendly and courteous.

49. The school's provision for pupils' cultural development is satisfactory. In some classes it is good. Pupils learn about their own cultural heritage and are sufficiently well-prepared for growing up in their rich multicultural society. They learn about faiths other than Christianity, about renowned world artists, and, to some extent, musicians and authors. Visitors to the school with particular cultural expertise, as well as the range of educational visits made by the pupils, provide sound cultural experience at each key stage.

54. **Support, guidance and pupils' welfare**

50. The good provision which the school makes for pupils' support, welfare and guidance is based on appropriate policies and procedures and on the good relationships which exist throughout the school. Parents are happy with the good care which the school takes of their children.

51. Teachers and support staff provide good support in their day-to-day contact with pupils; personal and social education is taught appropriately. The school recognises the importance of fostering pupils' self-esteem. In a Key Stage 1 lesson, a magic box was circulated around the class and the teacher helped pupils to value themselves and to understand the importance of helping other people. Parents are happy with the school's good arrangements for helping children under five settle into school life. Pupils with special educational needs are sensitively supported in the classroom.

52. Procedures for monitoring pupils' academic progress and personal development are satisfactory. In addition to National Curriculum tests, pupils are regularly tested from Year 3 onwards. The National Curriculum levels which pupils attain in mathematics and English are recorded at the end of each year and the school is developing target setting. The monitoring of attendance is very good.

53. The school has good procedures for promoting discipline and good behaviour. A positive behaviour policy and certificates provide encouragement for pupils to work hard and behave well. Most teachers establish clear expectations of good behaviour and maintain an orderly learning environment which supports progress. However, good classroom management is not consistent throughout Key Stage 2. Incidents of bullying are infrequent and the school has good procedures for dealing with these when they occur. Staff and parents have attended a course about anti-bullying techniques and parents have written anti-bullying booklets for parents and for pupils.

54. Child protection procedures are effective. The designated teacher attends courses on child protection on a regular basis and ensures that all staff are aware of any new guidance or changes to procedures.

55. Good procedures are in place to ensure pupils' health and safety. A risk

assessment of the premises has been carried out in the last year and the governor for health and safety provides the school with very good support in relation to risk assessment procedures. Both school and governors are very aware of the health and safety risks associated with overcrowding. There are many more pupils in the school than the space is designed for, and as a consequence both pupils and staff are at risk when moving around the cramped classrooms. The toilet facilities for under fives are barely adequate and will be inadequate after Christmas when the roll rises to thirty children.

60.

60. **Partnership with parents and the community**

56. As was stated in the previous report, the very good partnership which exists between the school, parents and the community is a strength of the school. It greatly enriches the school's work and makes a positive contribution to pupils' learning. The strength of parental support for the school is indicated by the parents' questionnaire and response at the pre-inspection parents' meeting as well as through conversations with parents. Parents are made to feel closely involved with the school and value the education provided for their children.

57. Good communication has been established between school and parents. Parents appreciate the approachability of teachers. Overall, the information which the school provides for parents is very good. Parents receive a friendly and informative newsletter from the school every month. The prospectus contains very little information about the curriculum but class teachers send parents a letter at the beginning of each term describing the topics to be covered. Parents are also kept informed about the work their children are doing through the homework their children bring home. Parents appreciate the meetings which the school holds for parents to discuss issues such as class arrangements and new initiatives such as the literacy hour. Most parents consider that the school keeps them well informed about their children's progress. However, a few parents would like to receive more information. The annual written reports to parents outline pupils' strengths and weaknesses in mathematics and English and most provide useful targets for improvement. However, for most subjects, reports contain insufficient clear information about pupils' attainment and progress.

58. The school encourages parents to play an active part in its life and highly values the good assistance which parents provide. A significant number of parents help the school. They assist with school visits and swimming and help in the classroom with a wide range of tasks. The school has a very active and successful Parents and Friends Association. This raises substantial sums of money and has enabled the school to buy resources including information technology equipment and to subsidise school trips. Parents support their children's work at home by hearing their younger children read and they value the reading record which the school provides as a means of communication between school and parents.

59. The school has good links with the community. Pupils' learning is enriched by visitors from the local community and also by visits to local churches, museums and other places of interest. Sixth-form students from a local school help pupils to use the Internet and also help with netball. Pupils' work is displayed in the local library. The school makes a useful contribution to the local community and has recently received an award from the Marple and District Round Table for services to the community. Pupils learn about their responsibility for the environment by

collecting litter. They entertain elderly members of the community with carols and coffee at Christmas. The school hall is used for a thriving out-of-school club.

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

64. **Leadership and management**

65. Since the current headteacher's appointment two years ago, the positive ethos within the school and the very good relationships with parents, noted in the previous inspection, have been sustained. The governing body has taken a more active role in the management of the school, particularly in the monitoring of and seeking value for money. A further key issue has only partially been realised. The headteacher now teaches for two days instead of his previous full-time teaching commitment.
60. The leadership and management of the school are satisfactory. In many aspects of the school work, they are effective in spite of the headteacher's considerable teaching responsibilities. The only weakness is related to the monitoring of the quality of teaching and learning. Although some monitoring of teaching and learning has taken place, it has not been systematic enough to identify the current weaknesses nor provide the help and guidance which is needed.
61. The school has a clearly defined educational direction and an increasing commitment to high standards. Key issues previously identified in this regard have been addressed. In particular, after the monitoring of the curriculum by the headteacher and deputy headteacher, the weaknesses identified in the last inspection have resulted in improvements in medium-term planning. This in turn has improved progression and continuity in most of the core subjects. Target setting has been introduced in English and the increased monitoring of attainment and progress is already enabling more precise focusing on individual pupils.
62. The governing body is a supportive group. A range of committees enables the governors to give an effective oversight of the school. The school development plan is clear, precise and costed and is a result of consultation between the governing body and the rest of the staff. The plan refers appropriately to current DfEE initiatives as well as the school's own curriculum initiatives such as information technology, science and special educational needs. The governing body is robust in its support of the headteacher in attempts to resolve the problem of very overcrowded accommodation. The monitoring and evaluation section in the school development plan is detailed but does not currently have systems within it to assess the impact of decisions made on pupils' learning and attainment.
63. Although subject policies and schemes of work are all in place, they are of varying quality. Sensibly however, the management team is using QCA guidance where available and is awaiting the revision of the National Curriculum in order to introduce any major changes.
64. Girls and boys have equal access to the curriculum on offer and also to the wide range of extra-curricular activities. All aspects of the curriculum are available to pupils and the needs of most pupils in the mixed age classes are mostly met.

65. Provision for pupils with special educational needs is well organised and the management of individual education plans, annual review and communication with parents are good. All statutory requirements related to the special educational needs Code of Practice are met. There is limited specialist support from the local authority but where it is provided, it is very good.

66. There is a strong, positive ethos in the school's commitment to create a caring school and the development of good relationships. This, coupled with the commitment to high standards of achievement, bodes well for the future.

72. **Staffing, accommodation and learning resources**

67. The school has sufficient experienced and suitably qualified teachers to deliver the curriculum. There have been few changes in staff since the last inspection. The recent appointment of a part-time teacher to take Year 6 for three days per week has allowed the headteacher to be freed from a heavy teaching commitment and enabled him to develop his role as a manager. It is now possible for him to monitor the educational provision and also release co-ordinators to oversee the provision in their subject areas. This is an improvement since the last inspection. Some teachers have responsibility for a number of subjects and areas, such as assessment, and the school has plans to review the situation and allocate responsibilities more evenly. The low level of funding which the school receives means that there are insufficient support staff to work with teachers in the classrooms. This is particularly noticeable in the Reception class where the teacher often has little or no support from a trained assistant. Parents and volunteers kindly help in classrooms on a regular basis and provide good support which is much appreciated by the school.

68. Staff appraisal is in place and is fully meeting statutory requirements. The professional development of teaching staff is satisfactory and the staff are committed to improving their expertise. However, the school is geographically isolated from the local authority staff development centre and it is virtually impossible for teachers to attend courses as the centre is a ninety minute drive away. Support staff and midday assistants have attended relevant courses and are highly valued by the school. The school secretary is also well trained and fulfils a wide variety of roles successfully. The school development plan shows a strong commitment to ensuring that all staff are kept up-to-date and fully trained in all new initiatives, particularly in the implementation of numeracy and literacy. The staff handbook is a useful document for new teachers to the school.

69. The accommodation is inadequate for the number of pupils on roll. The school was built for about 120 pupils and now has 170 with numbers continuing to rise. The school has worked very hard to mitigate the effects of overcrowding but the inadequacy of the accommodation has a negative impact on the teaching of the curriculum, in particular the whole-class sessions in literacy and numeracy.

70. A key issue from the previous report was to improve the quality of the environment in the enclosed classroom. This has now been extended to form an attractive Early Years Unit. The use of the hall as a classroom restricts pupils' physical development as the amount of time which the hall is available for physical education, dance and drama is very limited. The school urgently needs the new classroom which is due to commence being built in October. The main part of the school includes two open-plan areas and the pupils are squashed so tightly that

movement is difficult and constitutes a health and safety risk. The homebays are also too small for the number of pupils in classes. The school has adapted the upper school open-plan unit by erecting a moveable display screen in order to reduce noise levels and to create an environment more conducive to whole-class teaching. The headteacher has also improved noise levels in the lower school unit by carpeting it himself. The accommodation is well cared for and kept very clean by the school caretaker. Good quality displays provide a welcoming environment for pupils.

71. The outside area, comprising tarmac play areas including a games pitch, climbing equipment, winding paths, well placed benches and shrubberies, provides pupils with a stimulating area to play at break times. The school has the use of the neighbouring playing fields. There is not at present any separate play area for children under five but this is due to be rectified.
72. The range and quality of resources, including those for pupils with special educational needs, are satisfactory for most subjects of the National Curriculum. Resources for information technology, design and technology, religious education and physical education are satisfactory. Resources for music are barely satisfactory. The storage and labelling of resources in the Key Stage 1 area and Early Learning Unit allow easy identification and access for both staff and pupils. Storage in Key Stage 2 areas is less well organised and is not generally well labelled and accessible. Some storage areas contain old and unused equipment.
73. The centrally located library provides an attractive learning environment and is well used by pupils. It is well organised and satisfactorily resourced. However it would benefit from more reference books suitable for older pupils.

79. The efficiency of the school

74. The school manages its resources well. It has clearly identified priorities aimed at improving the educational provision for all its pupils. The school development plan is produced by the headteacher in consultation with staff and is discussed in detail with governors before being finalised. This is a distinct improvement since the last inspection. Teaching staff evaluate the impact of spending decisions, such as the recent purchase of new computers, and suggest areas they feel should be given greater priority in the future. Governors carefully monitor and seek value for money in all major expenditure, particularly building work, and keep a close watch on the budget. They are fully aware of how the school is managing its resources and receive regular updates of the budget from the school secretary. There are no formal procedures in place to evaluate the effects of expenditure decisions on standards achieved by pupils. However, the governors are aware that they should be more involved in the setting of success criteria.
75. Teaching staff are well deployed by the school and their individual strengths are used to the full. They give good support to each other and willingly share their expertise and experience which has a positive impact on their own development and the progress made by pupils. Subject co-ordinators, many with a heavy workload, are enthusiastic and play an active role in promoting their subjects successfully but now need to develop their skills further in the monitoring of teaching and evaluating outcomes. The available classroom assistants and other learning support staff are also used effectively and make a good contribution to the learning of the pupils they work with, including those pupils with special educational needs. Learning resources are used efficiently and are readily accessible to all staff with the exception of resources for gymnastics, which cannot be used at all as the hall is at present the classroom for the Year 6 pupils. The school uses its cramped accommodation remarkably well and all possible areas are utilised effectively to the benefit of the pupils.
76. Financial controls are very secure. All the recommendations of the last audit have been carried out successfully. The day-to-day administration of the school is very good with all systems in place and working effectively. The school secretary provides a warm and welcoming first point of contact for visitors to the school. She efficiently supports the headteacher and staff thus enabling them to concentrate on the educational provision. Taking all factors into account, including pupils' attainment on entry, the quality of education provided and the level of available funding, the school provides satisfactory value for money.

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

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

77. The work of the under fives is a strength of the school. Children are admitted to the school during the year in which they will become five. There are two admission dates: one at the beginning of the Autumn term and the other at the beginning of the Spring term.
78. At the time of the inspection all children in the Reception class were under five. They had settled well to school life after attending part-time for two weeks and were just in their second week of full-time attendance. Under five children were calm, secure and already cheerful and confident about school routines.
79. The teacher with responsibility for the under fives was in the process of making a baseline assessment of the children's attainment on entry with the co-operation and help of parents. This has been undertaken after recommendations from the last inspection. The data from the baseline assessment is proving helpful in matching work appropriately against children's early pre-school learning experiences which vary greatly. The results of assessment so far support the judgement of the inspectors that children generally arrive at school with average levels of attainment. There is a small number of high and low attaining children. All children make good progress as a direct result of the interesting work and challenging activity provided. The organisation and management of the work of the under fives is a strength of the school.
80. The quality of the teaching is very good and some aspects are excellent. The teacher works hard and plans work meticulously so that the tasks prepared are matched to the particular needs of individual children. She has a firm understanding of the Desirable Learning Outcomes as recommended by the DfEE and through careful assessment, she knows at which moment to introduce children to new work in all areas of learning.

86. **Personal and Social Development**

81. The under five children enjoy coming to school and relate well to the teacher as well as to one another. They adjust readily to school life and to the interesting and stimulating learning environment of the classroom. They learn to co-operate and collaborate appropriately. They are sufficiently relaxed and at ease and are able to express their feelings and ideas and empathise with the excitement and concerns of others. They attain well and make good progress.

87. **Language and Literacy**

82. When the children first join the under fives class, high priority is given to their acquisition of language and literacy. The work is thoroughly planned and provides interesting and demanding opportunities for speaking and listening. The teacher has high expectations of children's attainment and insists they listen to her questions, instructions and explanations attentively. They are actively encouraged to respond articulately with their own questions and comments and to respect one another's turn to speak when in a large group. In the many and varied practical activities, the children talk and discuss easily with each other often returning to their experiments or

favourite stories.

83. Children enjoy rhymes and stories and turn readily to books. They learn to turn pages correctly and quickly reach an understanding of initial letter sounds. They often apply them to their own names and toys. Children regularly use pens, pencils, crayons and brushes as they begin to learn to write. They make shapes in patterns using a variety of materials. Some children are making written letter patterns and some have already progressed to copying accurately under the teacher's writing. The teacher has a particular skill at making early reading and writing interesting and exciting. The children make sound and steady progress and will be well placed to take part in the Literacy Strategy next year.

89. **Mathematics**

84. The development of mathematical thinking for the under fives is a key priority within the early years curriculum. It includes five broad areas: shape; space and position; patterns and relationships; comparisons and, in particular, number. The teacher knows the importance of using everyday materials and play equipment and links mathematics with play and investigation across the curriculum. In physical education, for example, the children were asked to sort quoits by colour and to set out specific numbers of pieces of equipment. The house of the three bears, in the domestic play area, supported not only the growing concept of comparison of size, but also of one-to-one correspondence as the table was laid for three for breakfast. The sand and water play frequently have a focus upon conservation, space and again comparison where, for example, the children looked at larger and smaller soap bubbles. The children attain well.

90. **Knowledge and Understanding of the World**

85. The work and play are planned, resourced and completed to provide a good foundation for historical, geographical, scientific and technological learning. The activities focus on the children's developing knowledge and understanding of their environment and features of the natural and man-made world. These children show keen interest in their classroom environment as well as the outdoors. They are encouraged to talk about their homes, families, friends and adults in their immediate world. Children enjoy using the computers and are developing keyboard skills and already understand that a computer can contribute to their finding out new information. The quality of teaching in this area is very good and the children respond well to the calm and orderly atmosphere. They are well motivated to learn and they make good progress.

91. **Physical Development**

86. Children's physical skills and mobility are well developed by careful teaching. The physical education lessons are well planned and well matched to this age. Lessons are exciting and challenging and the children make good progress. The immediate outdoor play space, however, is at present very limited. More use needs to be made of the main playground when not in use by the older pupils in order that the children have more frequent opportunities for vigorous outdoor activity.

87. In the classroom the children develop their manipulative skills well when they use

scissors, glue brushes, fit puzzles together, use dough and by playing with commercially produced manipulative equipment. Progress is good and physical skills are well developed. This is a reflection of good teaching.

93. **Creative Development**

88. The children take a pride in their creative work and are well taught. They make models, paint and draw and their work is valued and carefully displayed. Children enjoy singing and moving to music although little was seen at the time of the inspection because of the constraints of time. The teacher plans conscientiously for the creative aspect of a child's development and the children make good progress and attain well.
89. In all areas of learning, due to very good teaching, most children are making good progress. Overall the work provided for the children under five is very good. It is well organised and managed by the deputy headteacher who receives only intermittent, albeit effective, classroom support. The accommodation is barely adequate for the number of children and the one lavatory available for 30 children presents a health and safety issue.

95. **ENGLISH, MATHEMATICS AND SCIENCE**

95. **English**

90. English holds a firm place in the curriculum and pupils and staff have worked hard to establish the Literacy Strategy successfully within the English programme. Since the last inspection, the few criticisms have been addressed. Continuity of learning and progress from Reception to Year 6 have been improved through a variety of strategies. The work is better presented but there is still some way to go.
91. Test results for Key Stage 1 in 1998 show that the number of pupils attaining Level 2 in both reading and writing was above national averages. At Key Stage 2, the number of pupils attaining Level 4 was well below national averages in English. This showed that the school results were well below those of similar schools. This particular cohort had a significant number of pupils with special educational needs. In the three years 1996 to 1998, attainment in English in Key Stage 2 was marginally above national averages. The 1999 standard test results show that the pupils' attainment is in line with or marginally above national expectations. It is not yet possible to compare these results with those of similar schools.
92. Attainment and progress in speaking and listening at Key Stage 1 is satisfactory. The pupils are attentive, listening carefully to information and instruction and carrying on the good training and experience found in the Reception class. They respond positively with increasing confidence to the teachers' questions and comments. Where two class areas are adjacent, even acceptable discussion by pupils can be distracting and, at times, militates against the progress of speaking and listening skills. Where the Literacy Strategy continues for longer than the recommended time in the cramped home bays, the pupils' concentration falters. By Year 2 however, most pupils are able to discuss their work in groups and can maintain concentration during a class lesson. They are able to talk about their work and are willing to share their experiences of home and school.
93. In Key Stage 2, pupils continue to sustain satisfactory standards in speaking and listening. Pupils gain in confidence and begin to use more technical terms. For example in Year 6, some pupils gave a clear explanation of the process of turning the

present tense into the past and where it would be appropriate to use italics or capital letters in a text. At times, some pupils are reticent to answer questions or fail to follow instructions correctly. Again, the accommodation does not aid the speaking and listening processes. Large classes in close proximity, coupled with cramped home bays as well as a class housed in the hall pose problems of acoustics and particular organisational difficulties when structuring the speaking and listening tasks. Despite the accommodation, the pupils reach satisfactory standards in speaking and listening towards the end of Key Stage 2.

94. Most pupils throughout the school enjoy books and learning to read. At Key Stage 1 they make a good start in Reception and reach satisfactory levels in fluency and comprehension towards the end of the key stage. High attaining pupils reach higher levels than the national average. Those pupils with special educational needs receive well-planned and well-matched support when learning to read and they make sound progress towards their individual targets.
95. Early reading skills are taught conscientiously and attainment and progress are satisfactory. There is evidence that some of the guided reading and group reading times used within the Literacy Strategy are having a positive effect in raising the standards. Pupils also read from a variety of structured core reading schemes as well as choosing books regularly from the small but well organised library, to take home and to enjoy. Pupils take books home regularly in order to practise reading and parents are encouraged to write comments in the reading record books. Not every child receives sufficient support at home and some parents and carers need several reminders to help to foster and maintain a delight in reading for pleasure and information. The school is conscientious in its endeavour to maintain a good home-school partnership in encouraging pupils to read.
96. At Key Stage 2, overall reading standards are satisfactory and high attaining pupils attain beyond the national expectation. Most are benefiting from the additional focus afforded by the Literacy Strategy. This is particularly helpful where teachers have been flexible enough to use the recommended tasks in a way that meets the wide range of maturity and ability across the mixed age and sometimes mixed stage classes. Progress is often uneven from class to class but is overall satisfactory. By the beginning of Year 6, most pupils are competent readers even if their range of reading is relatively narrow. Not all pupils are enthusiastic readers but many can analyse a story critically, as was observed in a mixed Year 4/5 class. They can discuss the characters and outline preferences. They are able to categorise books into fiction and non-fiction, humour, adventure, romance and tragedy. Lack of space often prevents the arrangement of inviting book areas within classrooms. The library is a good and well-organised resource but display is difficult and does not always invite eager selection. Library skills are well taught.
97. Attainment in pupils' writing in Year 2 is slightly below the national average. Towards the end of Key Stage 2, the levels of attainment in writing are in line with national expectations but progress is uneven and is dependent upon the realistically high or too low teacher expectation. Pupils are not always presented with a sufficiently wide range of stimuli for their writing and sometimes find it difficult to adapt their style to suit their purposes. Some teachers have been able to adjust the tasks so that pupils have opportunity to apply their writing skills confidently in history, geography and science. The pupils make steady progress in punctuation and grammar and as they grow older, they become increasingly competent at writing independently. In each of the upper year groups however, there are some higher attaining pupils who could be further

challenged. Regular spelling practice is a well-established routine throughout the school and pupils achieve ever-increasing accuracy so that by Year 6 they reach at least the standards that are expected. Handwriting is now well taught in most classes across the school. There is still some inconsistency in practice in classes, which needs to be rectified so that the improvement in handwriting and presentation, as identified in the last report, may become universal within the school. By Year 6, most pupils are writing legibly in ink but cannot always produce enough work.

98. Pupils with special educational needs make satisfactory progress across the school. They receive insufficient instruction however in some classes in using a computer to support their written work as effectively as possible.
99. The quality of the pupils' response to English is satisfactory overall. On some occasions at both key stages it is good, particularly when the oral sessions are lively and stimulating. Pupils are usually polite and attentive in English lessons except where sessions are too long or uninteresting when they become discourteous and restless. Usually they are well motivated to learn and are developing good attitudes to work. They make positive relationships with one another in class so that they can co-operate or collaborate in English tasks when this is appropriate.
100. Most teachers plan the English work well particularly for the literacy hour and the overall quality of teaching is sound. In some instances at each key stage it is good. In one instance it was excellent. Here, expectations are high, the lesson moves with pace and rigour and good questioning techniques help to develop the pupils' ideas. The marking policy it is not always adhered to. Some teachers talk to pupils about their work within the classroom which is appropriate but the written marking is not always as helpful and fails to show a pupil how to improve and move forward to the next stage. The school realises this and is aware of inconsistencies in the marking. It is taking steps to ensure that the written marking policy is fully implemented. In most classes, the monitoring of pupils' progress is effective and assessment is used well to plan subsequent lessons. Homework is being increasingly and effectively used to extend the pupils' knowledge and skills.
101. English is managed effectively by the co-ordinator. Since the last inspection she has drawn up good policies and guidelines to support staff as they plan their work and this has helped to improve continuity and progression. Her professional in-service training has enabled her to promote successfully the introduction of the Literacy Strategy and to ensure that all the requirements of the National Curriculum are met.
102. Accommodation for the teaching of English is inadequate and puts a constraint on reaching levels of higher attainment. Resources for English are satisfactory and well stored and accessible within the small teaching areas. Overall, the school has made steady progress in most aspects of English since the last inspection.
108. **Mathematics**
103. At the time of the previous inspection, pupils' attainment in mathematics was in line with national expectations at Key Stage 1 and above national expectations at Key Stage 2. In the subsequent years, 1996 to 1998, with one exception where there was a significant number of pupils with special educational needs, attainment at the end of both key stages has remained above national expectations. The results of statutory tests in 1999 show that attainment by the end of Year 6 is above national

expectations. In 1998, attainment was well below national expectations in comparison with schools of a similar nature.

104. Inspection findings confirm that attainment in numeracy in the current Year 2 and in Year 6 is above national expectations for high attaining pupils. For average attaining pupils, it is approaching national expectations. In this aspect, the school has maintained its satisfactory or better attainment since the last inspection. Attainment in other aspects of mathematics is at least satisfactory.
105. High attainers and average attaining pupils in most classes make good progress in numeracy from Year R to Year 6. Progress in other aspects of mathematics is satisfactory.
106. In Key Stage 1, the majority of Year 2 pupils can confidently count backwards and forwards and accurately add and subtract numbers to ten. Some high attaining pupils do so mentally, whilst the average attainers and pupils with special educational needs use apparatus to help. The high attaining pupils understand place value to one hundred and can identify fractional parts. They can mentally add and subtract to twenty and know their tables to five and ten. Both high attaining and average pupils recognise and can name correctly two- and three-dimensional shapes such as square, rectangle and pyramid. Average attaining pupils can calculate length and weight using non-standard measures, whilst high attaining pupils can use standard measures effectively. The high attaining pupils are able to discuss their work with an increasingly wide vocabulary of mathematical terms.
107. In Year 6, high attaining pupils have a very good understanding of the four rules and mental tables from one to ten and some to twelve. They can calculate the perimeter and area of regular shapes and are becoming adept at collecting and representing data, sometimes using information technology. High attaining and average pupils understand the relationship between fractions and percentages.
108. The numeracy hour is focused on the development of strategies for dealing with calculations and is very effective. High attaining pupils are confident when working alone or with others to recognise patterns and calculate rapidly and accurately. During the week, they quickly understood co-ordinates in four quadrants and translation using appropriate vocabulary such as 'addresses', 'vertices' and 'integers'.
109. Most average attaining pupils in Year 6 have a good understanding of place value and can calculate subtraction and addition to twenty mentally and mental tables, two, three, four, five and ten. They understand the relationship between simple fractions and percentages and are able to use co-ordinates from one to four quadrants. They are also competent at rounding up and rounding down to whole numbers.
110. This scrutiny of pupils' past work shows that the appropriate use of a commercial scheme has ensured a satisfactory balance of mathematical experiences across the programmes of study. However, the Key Stage 2 pupils have had insufficient experience of using information technology in mathematics, particularly in the interpretation of data. High attaining and average pupils make good progress in numeracy and satisfactory to good progress in other aspects of mathematics. This is directly related to the effective start they receive on entry and the satisfactory to good teaching they receive in Years 1 and 2.

111. The progress of pupils with special educational needs is overall satisfactory. The large class numbers, the wide range of age and ability and limited support from non-teaching assistants affects the progress of these pupils. In spite of the teachers' best efforts, pupils do not always receive the support they require in order to make good progress.
112. There are variations in progress at Key Stage 2 ranging from unsatisfactory to good. Although the planning throughout indicates appropriate tasks for the range of age and ability, the oral session is not always effective. Progress is further limited by unsatisfactory behaviour which is clearly linked to weaknesses in the quality of some teaching.
113. Pupils in most classes respond well to the subject and have a positive attitude to their work. Most teachers ensure that the oral session is lively and interesting and they manage to target their questions accurately. The demanding questioning challenges and interests the high attaining and average pupils. However, in the large, mixed age, mixed ability classes in the cramped space, it is difficult to include effectively all the special educational needs pupils who become rather passive and listless. The teachers are aware of this and are re-thinking the management of this session in order to make it more productive for all pupils.
114. Most pupils settle readily to the group work and this concentration contributes effectively to their progress, particularly, as happens in most cases, the teachers are able to target and support groups and individuals. The pupils however, lose interest and become noisy when this session is not well managed.
115. The scrutiny of work for the previous year indicates that whilst an appropriate amount of work is covered, some of it is untidy and poorly presented. Pupils do not always write on lines or use the squares for guidance. Some of the work is undated and gaps are left in exercise books.
116. The quality of teaching is at least satisfactory with a minority which is unsatisfactory. Most teachers already had a considerable knowledge and expertise in the teaching of mathematics and have worked very hard to introduce the Numeracy Strategy. They have tried to follow the guidance as far as is possible under the school's particular circumstances. In the majority of classes, the quality of teaching has had a positive impact on the standards which pupils attain.
117. In all classes, the weekly planning is detailed and follows the requirements of the Numeracy Strategy. In most classes, the daily planning indicates exactly what pupils of different ages and abilities are to learn and subsequent lessons during the week build on these acquired knowledge and skills. Occasionally, in the introductory session, the pace of learning moves too quickly and the pupils, particularly the average and special needs pupils, are unable to keep up and as a result, fail to understand. A strength in most classes in this session is the challenging nature of the mathematical questioning. This expects much of pupils in thinking and in quick mental recall. In one lesson in particular, the questions were very well targeted for the full range of abilities as pupils practiced doubling and halving numbers.
118. The quality of teaching in the main part of the lesson is satisfactory or better in most

classes. Appropriate work is set for the ability groups, resources are well prepared and where available, the non-teaching assistants make a valuable contribution to the work. Opportunities are provided for the older pupils to work productively in pairs, for example working out translations.

119. In most, but not all, lessons, the classroom management is good and there are high expectations of the amount of work to be completed. Where these expectations are not high enough, the pace of work slows and the pupils make insufficient progress. Homework is used effectively to extend and support the work done during the mathematics lessons. The time allocation for the numeracy hour and its various parts follows the guidance closely. Some readjustment may be necessary, particularly in the oral session, where there are a large number of pupils with special educational needs and the space is cramped.
120. The curriculum in the past has met the requirements of the National Curriculum and consideration is now being given to ensuring that this balance is continued.
121. Procedures for assessment have been reliant on progression through the commercial scheme. The teachers are currently in the process of formalising a range of practice which includes adopting key objectives for each year group. Most of the teachers are good at day-to-day assessment, adjusting the subsequent lessons to take account of what the pupils have learned. National Curriculum test results and optional tests, including those voluntarily undertaken for the NFER, are analysed closely by the headteacher. These are used to pinpoint individual strengths and weaknesses and to set targets for improvement. The subject is co-ordinated by a knowledgeable teacher whose additional core subject responsibilities makes it difficult for her to concentrate fully on mathematics or effectively monitor the quality of teaching. An audit of resources has been carried out and resources such as overhead projectors, white boards and flip charts are used very effectively. Commercial resources are being used effectively to help the teachers provide appropriate tasks to match age and ability, and further consideration is being given to supplement these in order that the teachers do not have to spend so much time preparing them themselves.
122. The arrangement by which the headteacher and a part-time teacher share the teaching of mathematics in Year 6 works well. They liaise well in order that there is a smooth transition between the headteacher's teaching and the teaching of the part-time teacher.
128. **Science**
123. Attainment in science is good at the end of both key stages. This is similar to the findings of the last inspection. In 1998, the attainment at the end of Key Stage 1, based on teacher assessment, was above national averages with 100 per cent of pupils attaining Level 2 or above. Teacher assessments in 1999 show that standards have been maintained. The 1998 tests at the end of Key Stage 2 showed that 50 per cent of pupils achieved Level 4 or above which is well below national standards and below that of similar schools. However, the 1999 test results, with 87 per cent of pupils reaching Level 4 or above, indicate that standards have risen. This reflects the upward trend over time between 1996 and 1998. The small number of pupils who take the tests each year accounts for the considerable variation. Inspection evidence of lessons observed, looking at pupils' books and teachers' planning shows that standards in science are good in both key stages.

124. At the end of Key Stage 1 pupils can use scientific vocabulary with increasing confidence and understanding. They can explain their observations accurately, as in a lesson where pupils identified light sources in the world around them and discriminated between an object which is a source of light and one which reflects light. In a lesson which focussed on sound, pupils can confidently recognise the sounds made by a range of musical instruments and high attaining pupils can sort the instruments into sets.
125. By the end of Key Stage 2, pupils fully understand the importance of fair testing in experiments of their own devising. Year 6 pupils, when preparing an investigation about plant growth, carefully considered which factors would remain constant and which would be the variable factor. All the pupils can plan an investigation and the high attaining pupils can identify the need for the precise control of conditions, such as space, soil, degree of moisture and temperature. By Year 6, pupils have a good knowledge of the human body and the functions of the major organs such as the heart. They know how to separate a range of materials by processes such as filtration and can test the strength of materials. Pupils can predict the likely outcomes of their investigations and draw sensible conclusions after testing. They understand, from their experiments, the effects of gravity and friction on objects as well as why some objects float and others sink. Pupils record their findings accurately and use correct scientific terminology when writing their reports.
126. Progress in science is good at Key Stage 1 and pupils rapidly develop their observation and investigation skills. Pupils with special educational needs progress well with the support of a volunteer ex-teacher, in identifying different sounds made by plucking and blowing. Pupils are accustomed to offering explanations and classifying objects which give off or reflect light. Some of the subsequent worksheet activity however, does not build on the pupils' acquired skills and knowledge.
127. Progress at the beginning of Key Stage 2 is unsatisfactory. Low expectations of both behaviour and response mean that the pupils do not work as hard as they should. As the pupils move through Key Stage 2, progress improves in both knowledge and in the skills of investigation. A Year 4 class showed that they had remembered work on sound from the previous week and were able to use the correct terminology, explaining clearly the functions of different parts of the ear. Here again, most pupils with special educational needs made satisfactory progress, supported by teachers, parents and other volunteer helpers.
128. In most classes, pupils respond well to the subject and have a positive attitude to their work. They show a high level of interest in the activities provided for them and can concentrate for long periods of time. Pupils work well in groups as was seen in a Year 1/2 class where pupils shared ideas and equipment sensibly when investigating how sounds are made. Behaviour in lessons is mostly satisfactory and often good or very good with pupils listening carefully to their teachers and making sensible comments and suggestions. However, a minority of pupils become restless and do not concentrate well when recording their experiments on growth.
129. The quality of teaching is mostly satisfactory or better in both key stages with over half of the teaching being good or very good. All the teachers have a secure subject knowledge and are able to give clear explanations at the beginning of the lesson. In most lessons, the resources are well prepared and the work is stimulating and

demanding. In some lessons, the pupils were spellbound by the challenging tasks set for them. In a minority of lessons, the subsequent tasks did not match the pupils' levels of attainment and low expectations resulted in unsatisfactory progress. In some, but not all classes and Key Stage 2, homework is set which extends what the pupils have learned in school.

130. The school has a science policy and has devised its own scheme of work which ensures good continuity with most of the planning pitched at a level suited to the needs of the pupils. The co-ordinator gives good leadership in the subject and is keen to raise its profile even higher throughout the school. Regular assessments are carried out at the end of each unit of work and this is used effectively to monitor progress. The analysis of the Key Stage 2 tests has proved useful for identifying areas which need more input if pupils are to achieve even higher standards. Resources are adequate for the delivery of the full curriculum but storage is a problem. Statutory requirements are fully met.

136. OTHER SUBJECTS

Information and communications technology

131. Attainment in information and communications technology is in line with expectations at the end of both key stages. This matches the judgement of the previous inspection. By the end of Key Stage 1 pupils can confidently use the mouse and are developing their keyboard skills steadily. They can log on and off, use the computer for word processing, print their work and access information from a CD-ROM to enhance their work in other curriculum areas. Pupils can program a roamer to follow a set of commands. At the end of Key Stage 2, pupils confidently process text, create their own databases and can interrogate them. Pupils have well developed skills using the mouse and can save their own work. They can monitor external events by using sensors linked to the computer and collecting data to study the relationship between the amount of light in their classroom and the temperature. Pupils can successfully use Logo to learn basic programming techniques.
132. Progress is satisfactory through both key stages. Pupils make steady progress in data handling and in learning the various keyboard functions. Progress in improving keyboard skills for inputting text is less than satisfactory and many pupils are frustrated by their slowness in this area. More rapid progress is made when pupils are taught in groups or class lessons by their teachers on specific information technology skills. Pupils with special educational needs also make satisfactory progress and are well supported by their peers when working in pairs or small groups.
133. Pupils respond very enthusiastically to all the opportunities provided for them in the subject. They handle all equipment with great care and respect. The level of interest is high throughout the school and pupils are very keen to improve their knowledge and skills. They talk animatedly about their successes and can explain their work in great detail. This was most evident in a Year 4/5 class where pupils were extremely proud of their monitoring work and were very excited about the results obtained. Pupils behave well and share equipment fairly, willingly share their knowledge with others and have good relationships with each other and their teachers.
134. The quality of teaching is always satisfactory and sometimes good. Teachers have a sound understanding of the subject and plan work with links to other subject areas. The direct teaching of information technology as a discrete subject is not yet fully developed.
135. The school is well resourced with up-to-date computers and has a good range of suitable software for pupils to use. The co-ordinator is knowledgeable and willingly shares her expertise with colleagues. She has recently given the staff useful training in the use of the new computers, improved their confidence and enthused them about the future possibilities for delivering the subject more effectively. Monitoring of the teaching and learning is not yet fully in place and there are no formal procedures for recording pupils' achievements matched to National Curriculum levels. The newly adopted scheme of work should help teachers to make accurate assessments of pupils' attainment thus enabling them to plan work aimed at raising standards even higher. The extra-curricular computer club is popular and gives pupils an opportunity to further develop their skills. Statutory requirements are fully met.

141. Religious education

136. In line with the previous inspection, the pupils' attainment in religious education is satisfactory. This judgement, however, masks a large variation in the quality of religious teaching and learning between classes in both key stages. By the end of both key stages however, the pupils have attained levels of understanding and knowledge which might be expected at ages seven and ten+.
137. For a church school, religious education does not hold an especially strong place in the curriculum. At Key Stage 1, the pupils are familiar with significant Bible stories, are beginning to learn about some of the other faiths such as Sikhism and are familiar with most Christian festivals. At Key Stage 2, the pupils' knowledge of the Bible is extending and they are able to articulate feelings of pleasure or fear and make natural connections with them and the gift or help of God. They are also extending their knowledge of comparative religions. In one Year 4/5 class, a particularly good lesson was seen where the pupils were able to trace similarities between Judaism and Christianity. They were skilful and sensitive in the way in which they put forward ideas and gave explanations, participating fully through the whole session. Pupils, including those with special educational needs, make sound if uneven progress as they move through the school.
138. The quality of teaching is variable and reflects to some extent on weaknesses in the teachers' subject knowledge and their understanding of the development of children's religious concepts. The school has yet to adopt fully the Derbyshire Agreed Syllabus for religious education which will help to ensure a more coherent policy for continuity and progression between classes. The preparation for Harvest festival, for example, was sensitively dealt with in the lower school but in an upper class the purpose, thought and links with God's bounty were ignored. Most staff are in need of in-service training to help them adopt the syllabus. They are aware of this and are receptive to the importance of delivering a continuous and interesting religious education curriculum. The newly appointed co-ordinator has yet to review, monitor and evaluate the delivery of this core subject.
139. The quality of the pupils' response mirrors the quality of teaching. In some classes pupils listen attentively, can articulate their ideas and understanding and make positive contributions to the lessons. In a minority of classes the pupils are restless and unable to understand the lesson objective or to relate the learning to their own experiences.
140. There are no whole-school assemblies other than the Friday 'Good Work' assembly. Assemblies on other days are either class based or taken in key stages. Again, the quality is variable. Where assemblies are led by school staff, they are satisfactory although little sensitive use is made of music to enrich spirituality or aid quiet reflection. On two occasions, key stage assemblies were unsuitable for the stages of development, levels of maturity and the establishing of religious concepts. One class assembly in the upper school was outstanding in its atmosphere of reverence, intellectual challenge and opportunity for personal thoughts. Few assemblies, however, contribute in a positive way to the religious life of this church school. Resources are currently adequate and are increasing in range and quality.

146. Art

141. Only one art lesson was observed during the inspection. However, a close scrutiny of pupils' sketch books, the school art portfolio and the many good quality displays around the school would indicate that the attainment of pupils in both key stages is good. This judgement is in line with the findings of the previous inspection. In Key Stage 1, pupils paint, draw, print, make models and produce collages using a wide range of materials. From the earliest age, they mix their own paint using primary colours and produce good work from careful observation of items such as fruit as well as in the style of famous artists such as Kandinsky. Their work in the style of Giacomo Balla and their exploration of the patterns and style of African and Indonesian fabrics and scarves is of particularly high quality. Key Stage 2 pupils build very successfully on the skills and techniques they learn in earlier years to produce some very attractive and interesting work. They make their own blocks for printing using string and matchsticks and the finished results are of good quality. Pupils draw from close observation with pencils and charcoal and their work is thoughtful and effective.
142. Progress is good throughout both key stages. Pupils have their own sketch books to record their observations and to experiment with ideas. These sketchbooks show the good progress in observation of line and form made over time. The high profile which the subject has in the school encourages pupils to make great efforts to improve and has a significant positive impact on progress. Pupils with special educational needs also make satisfactory progress.
143. Pupils enjoy art and their attitude to the subject is good. They willingly talk about their work and take a great deal of pride in the displays around the school. In the discussion about the colours and line of a painting by Kandinsky, the pupils were very involved. They listened attentively to instructions about mixing paint and used their sketch books sensibly for recording.
144. In the lesson observed, good planning, with tasks well matched to the varying ages and abilities, ensured good progress. Resources are very well used and prepared well before lessons.
145. The co-ordinator gives very good leadership in the subject and her enthusiasm is infectious. She has run training sessions for colleagues in mixing powder paint and her scheme of work gives good guidance to teachers. Visiting artists, such as a Caribbean potter, are invited to the school to work with pupils and this enhances the provision considerably. Examples of the pupils' work are regularly displayed in the local public library. The school has maintained high standards in art despite the many other calls on staff and curricular time.
151. **Design and technology**
146. Progress made in technology at both key stages is good. This is similar to the judgement of the last inspection. In Key Stage 1, pupils design and make good quality model houses, make windmills using construction kits and working models of pecking hens using levers to operate them. In Key Stage 2, pupils' work is often of high quality with pupils being fully involved in the design process, able to test and modify their products and successfully evaluate them on completion. Pupils make model houses with well-constructed wooden frames, wattle and daub walls and tiled roofs. These models show the good skills the pupils possess in cutting and joining various materials. Pupils make model tanks from cotton reels and power them by elastic bands. Year 6

pupils made very a effective millennium dome from rolled paper bolted together which showed a good awareness of how structure and strength are related.

147. Pupils of all ages learn food technology and make cakes and other food with due regard for health and safety requirements. Progress is particularly good in designing products and pupils use appropriate design sheets to record their work. Pupils with special educational needs also make good progress and are often given good support by their peers.
148. Pupils thoroughly enjoy their work and can discuss their many design successes and occasional failures at length. In Year 4/5, the pupils were fascinated by the challenge of making a tank and concentrated throughout, even when not directly supervised by the teacher. They were willing to listen and share each other's ideas and persevered when difficulties arose during the construction.
149. In the two lessons observed, the quality of teaching ranged from unsatisfactory to very good. Most progress was made in the lesson where the objectives were made clear to the pupils and the organisation and management ensured a highly charged working atmosphere which produced good products. The outcomes were less successful when the pupils were unsure of the task and did not receive sufficient guidance to help them make progress.
150. The scheme of work gives good guidance to teachers and contains many useful ideas for lessons. The co-ordinator is enthusiastic and gives good support to colleagues. The school is well resourced and is managing to cover all aspects of the subject. Assessment of attainment by pupils is appropriately done through the planning and design sheets and self-evaluation of work by pupils. The school has a portfolio of completed work which is a useful record of achievement as well as a source of ideas for teachers.
156. **History and geography**
151. The previous inspection reported that standards in history and geography were satisfactory in relation to national expectations.
152. During the inspection, no history lessons were observed and only two lessons in geography were observed; one at Key Stage 1 and one at Key Stage 2. Pupils' work was examined and all long- and medium-term planning. More importantly, a group of Year 6 pupils, using their topic folders, discussed with the inspector the historical and geographical topics which they had studied.
153. Good progress is made in both key stages in the knowledge aspects of history. In a study of 'Ourselves' with the younger pupils, using their personal history and a range of source materials, they learn about what life was like for their parents and grandparents. They hear famous stories such as the story of Robin Hood and also a range of myths and legends. This is developed throughout Years 1 and 2 in the historical aspect of topic such as 'Clothes', 'Toys', 'Water', 'Shops' and 'Money'.
154. At Key Stage 2, there is a strong and appropriate focus on changes in the pupils' locality. The pupils review changes in local industry and transport during the industrial

revolution, drawing on the historically rich environment of Whaley Bridge, The Peak Forest Canal and the High Peak Railway. In the current unit, children in Years 4 and 5 are studying the Second World War. Clear historical objectives in the planning and the use of a wide range of resources, including artefacts, have ensured that not only are the pupils enjoying the topics but they are knowledgeable about them. They have considered the effect of the war and the high attaining pupils are able to empathise with the thoughts and feelings of children who were evacuated from their homes to unfamiliar surroundings. By Year 6, the higher attaining pupils have a good knowledge of the reign of Henry VIII, giving accurate, dynastic reasons for the number of his marriages and also the demise of some of his wives! It was obvious in discussion that they enjoyed their history lessons.

155. The main weaknesses in history relate to the quality and amount of recording in Year 6. Teachers' expectations are overall too low. Pupils' inaccuracies, both in facts, grammar and spelling are not corrected and although there are comments made during the teaching of the unit, they are not used to improve quality.
156. Over time, progress in the development of geographical skills is satisfactory at Key Stage 1 but barely satisfactory at Key Stage 2. This is to a large extent, due to the inadequate medium-term guidance which would help the teachers to plan more effectively for the progressive development of geographical skills.
157. Pupils in Year 2 are becoming familiar with their own locality and use geographical vocabulary. By Year 6, the pupils' knowledge of the locality is limited to factual knowledge such as the presence of the canal, the shops and the parks. However, their knowledge of the town's industrial base is very limited. In the current topic, they are able to list the countries which compose the European Economic Community, but are uncertain about the position of the countries on the map of Europe or the purposes or the function of the union.
158. Higher attaining pupils understand the meaning of population density and can use compass directions accurately. Overall however, there is limited use of geographical language.
159. The quality of teaching in the lesson observed at Key Stage 1 was very good. The lesson built upon what the pupils already knew and the lesson's objectives were made clear. Precise explanations were given about routes to the school using well-prepared resources. The reinforcement task was appropriate and the pupils were able to use their acquired skills to draw their own route. As a result, the pupils were interested and motivated to learn. They listened attentively to the teacher's explanations and freely offered their own experiences and opinions about their journey to school. Pupils with special educational needs were well supported and participated fully.
160. In Key Stage 2 the quality of teaching was unsatisfactory. There was no specific medium-term planning to guide the teacher and no precise assessment of previous learning. As a result, the planning did not show what the pupils already knew or needed to learn. The pupils were inattentive and, when completing the work sheet in the playground, many behaved badly.
161. The long-term planning for both subjects focuses sensibly on a two-yearly cycle. In history, the medium-term planning contains sufficient detail to help the teachers to plan

for progression. In geography, this planning is sparse. Sensibly, the school is already considering the QCA guidelines which should help to rectify this omission.

162. The co-ordinator for history is knowledgeable and has been effective in both managing the subject and resourcing it effectively. Her current concern is the need to focus on the use of literacy skills in history. Geography, which is co-ordinated by the headteacher, has already been identified as a subject for development when the school has dealt with the Literacy and Numeracy Strategies.

168. **Music**

163. Music was considered a strength of the school in the last inspection. In certain aspects, relating to participation in church celebrations and festivals and opportunities for pupils to play instruments, this tradition has been sustained. However, music in the curriculum is not strong and progress is unsatisfactory. Although good music opportunities were observed in Reception, no music lessons were observed at Key Stage 1. Three lessons were observed at Key Stage 2. Music is not a strong feature of the assemblies and while pupils sing the songs and hymns tunefully, they do so with little expression and without guidance as to how to improve performance.

164. The quality of teaching ranges from unsatisfactory to very good. Not all the teachers are sufficiently knowledgeable about what the pupils need to learn, for example, pitch, rhythm and notation, and although there is some guidance in the syllabus, the scheme gives insufficient precise guidance. As a result, continuity and progression are unsatisfactory overall. However, progress is good in specific lessons where clear objectives and good teacher knowledge ensure a lively pace and very good concentration from pupils.

165. Some pupils join the recorder and keyboard clubs which enrich their musical experience. Sixteen pupils benefit from brass and woodwind instruction from a peripatetic music instructor.

166. The co-ordinator for music has drawn up a helpful syllabus but some staff need more precise schemes of work to help to meet the curricular needs of the pupils. Resources are adequate but there is a need for a wider repertoire of recorded music and better storage arrangements for the musical instruments.

172. **Physical education**

167. It is not possible to compare standards with those found in the last inspection as no gymnastics lessons were taking place this time. The school hall is now being used as a Year 6 classroom and is unavailable for gymnastics and dance. This is having a detrimental impact on standards as pupils are only able to take part in outdoor activities such as games and athletics. Two lessons were observed during the inspection as the inclement weather meant that the majority of timetabled lessons, apart from swimming, had to be postponed. Pupils in Key Stage 2 can devise their own games and understand the importance of rules. They can teach their games to fellow pupils successfully. Pupils have satisfactory levels of skill in small-sided games based on football, hockey and netball and a few pupils have well developed skills in these games. Swimming is a particular strength. All pupils can swim at least 25 metres and are confident in the water by the time they reach the end of Key Stage 2; many

pupils develop higher level skills and gain national awards.

168. Progress is satisfactory through both key stages in games and good in swimming. Pupils have swimming lessons throughout the school and this is a major factor in their good progress. Progress in gymnastics and dance is severely limited at present because of the lack of facilities. Pupils with special educational needs participate fully in lessons and make satisfactory progress.
169. In both lessons, whilst most pupils were interested and worked hard, there was some inappropriate behaviour by a small minority. Pupils dressed correctly for lessons and most handled the range of equipment, such as small and large balls and hockey sticks, sensibly and correctly. Most played the games according to the rules and in Year 6, the pupils successfully devised games to demonstrate to other groups.
170. The quality of teaching is satisfactory. Teachers are dressed appropriately and resources are well prepared. Some good use was made of demonstration but there was insufficient actual teaching of skills to help pupils play the games more successfully. Health and safety issues were sensibly addressed.
171. The school has a commendable number of extra-curricular activities for its pupils including football, netball and dance clubs. The older pupils go on an annual residential trip where they can take part in outdoor and adventurous activities such as orienteering and canoeing. A popular and very well attended sports day is held annually as well as hosting the district sports day for local schools. Pupils also have occasional opportunities to play competitive football and netball against other schools.

177. **PART C: INSPECTION DATA**

177. **SUMMARY OF INSPECTION EVIDENCE**

172. The inspection was undertaken between 27th and 30th September by a team of four inspectors, including a lay inspector, who spent a total of 14 inspector days in school.
173. Forty-one lessons or parts of lessons were observed and evaluated, with a total of 37 hours 49 minutes spent in classrooms while teaching was taking place.
174. Discussions were held with members of the governing body, teaching and non-teaching staff and a cross-section of the pupils.
175. Documentation was analysed prior to and during the inspection, including curriculum and other policies, guidelines, subject documentation, service and administrative records, school registers, written reports to parents, samples of pupils' records and individual education plans for pupils with special educational needs.
176. A range of pupils' work was examined from each year group for the current year.
177. Pupils' progress in reading and numeracy was examined. Pupils were interviewed about their skills and knowledge in history, geography, information technology, design and technology and art.
178. The views of parents were considered through analysis of a pre-inspection questionnaire and a meeting attended by twelve parents.

184. **DATA AND INDICATORS**

184. **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	162	4	32	9

184. **Teachers and classes**

184. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	6.6
Number of pupils per qualified teacher:	24.5

184. **Education support staff (YR – Y6)**

Total number of education support staff:	2
Total aggregate hours worked each week:	32.5

Average class size: 27

184. **Financial data**

Financial year:	1998/99
	£
Total Income	221,148
Total Expenditure	215,955
Expenditure per pupil	1,384
Balance brought forward from previous year	3,329
Balance carried forward to next year	8,522

184. PARENTAL SURVEY

Number of questionnaires sent out: 162
 Number of questionnaires returned: 56

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	58	36	4	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	66	32	2	0	0
The school handles complaints from parents well	29	56	15	0	0
The school gives me a clear understanding of what is taught	34	66	0	0	0
The school keeps me well informed about my child(ren)'s progress	33	54	12	2	0
The school enables my child(ren) to achieve a good standard of work	38	54	8	0	0
The school encourages children to get involved in more than just their daily lessons	52	38	10	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	45	45	9	0	0
The school's values and attitudes have a positive effect on my child(ren)	69	27	4	0	0
The school achieves high standards of good behaviour	55	38	8	0	0
My child(ren) like(s) school	79	21	0	0	0