

INSPECTION REPORT

**Sale and Davy's C of E Controlled Primary
School**

Barrow on Trent, Derby

LEA area: Derbyshire

Unique reference number: 112799

Headteacher: Mrs Susan Smith

Reporting inspector: Mr T W M Comer
15109

Dates of inspection: 12 – 15 June 2000

Inspection number: 190070

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	mixed
School address:	Twyford Road Barrow on Trent Derby
Postcode:	DE73 1HA
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Wilcox
Date of previous inspection:	21 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr T Comer	Registered inspector	Mathematics, design & technology, information technology, equality of opportunity.	Standards, teaching, leadership and management.
Mrs J Harrison	Lay inspector		Support, welfare and guidance, partnership with parents.
Mrs C Waine	Team inspector	Science, geography, history, physical education, under-fives.	The curriculum, spiritual, moral, social and cultural development.
Mrs J Radford	Team inspector	English, art, music, religious education, special educational needs.	Attitudes, behaviour and personal development

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sale and Davy's Church of England Controlled Primary School is a small rural school, which educates 83 boys and girls in the 4 -11 age range and is situated at the centre of the village of Barrow on Trent. Because numbers are small, children are taught in mixed-age groups in three classes. The proportion of children of ethnic minority is very small and no pupils have English as other than their first language. The children's social circumstances are above average and few are entitled to a free school meal. The attainment of the annual intake to the school is above average. A relatively small proportion of the children, 11 in all, are on the school's register of special educational needs, including one with a formal statement. The majority of these children have minor learning difficulties though one is dyslexic and another has a specific impairment of language.

HOW GOOD THE SCHOOL IS

This is a good and effective school. The pupils achieve well in the main subjects English, mathematics and science and make good progress because the school has a good climate for learning, the teaching is good, pupils are well behaved, and the school is well managed. It is efficient and gives good value for money.

What the school does well

- Pupils achieve high standards in English and science and good standards in mathematics.
- The teaching is good.
- The climate for learning is very good and pupils are expected to achieve high standards.
- It is well led and managed.
- Pupils are responsible, sensible and well behaved. Attendance is well above average.
- Pupils are well looked after.
- Its partnership with parents is good.

What could be improved

- Standards in subjects other than English, mathematics and science, especially physical education, music and information technology.
- Basic numeracy in Year 6.
- The total time given to teaching is well below average and too little time is given to subjects other than English, mathematics and science.
- The school needs another class. Three age groups in each class are very difficult to manage.
- The indoor accommodation for physical education is too small.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October, 1996. Since then, the school has improved well. Standards have risen substantially in English, mathematics and science. Teaching is much better than it was, especially in science. Attendance has improved and is now well above average. The school has successfully tackled most of the issues from the previous report but weaknesses remain in music and information technology.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	B	A	B	well above average A above average B average C below average D well below average E
Mathematics	A	A	A*	A	
Science	A	A	A	A	

Children under five

Children's attainment is generally above average when they join the Reception Class. They make good progress and, by the age of five, they exceed the standards expected nationally in their personal and social development, language and literacy, mathematics and knowledge and understanding of the world. The children reach the standards expected in both creative and physical development but could reach higher standards in each of these areas if more time were given to them.

By age 7

On average, the pupils are nearly a year ahead of most others at age seven. The results of the 1999 national tests were very high in reading and writing (in the top five per cent of all schools) and above average in mathematics. The results of the teachers' assessments in science were well above average. Over time, the trends of improvement are much greater than that found nationally in reading and writing but the mathematics results are declining. Literacy and numeracy skills are very good. When the results are considered over a period of years, girls and boys do equally well. The standards seen during the inspection were high in English, mathematics and science, and closely matched the test results. Standards are satisfactory in most other subjects but could be higher in physical education and music.

At age 11

The results of the 1999 national tests in English, mathematics and science exceeded the governors' targets. The results were well above national averages in English and science and were very high in mathematics, in which they were amongst the top five per cent of all schools nationally. Girls tend to outperform boys in each subject though the boys did well in 1999. The test results are improving in line with the national trend. Overall, pupils are again nearly a year ahead at age 11. Literacy skills and the standard of written work are very good. Standards seen during the inspection are well above average in English and science and are similar to the test results. Though they are above average in mathematics, they are not as good as the test results suggest because Year 6 pupils have some weaknesses in basic numeracy. Standards seen during the inspection were satisfactory in religious education and in most other subjects though not as good as in the main subjects English, mathematics and science. Standards are not high enough in music and information technology because the teachers lack confidence in these subjects and need further training. The school's accommodation for physical education is unsatisfactory and this adversely affects standards though the pupils are very good at swimming. Pupils with learning difficulties make good progress throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils generally do their best and attitudes are mostly good though some of the older pupils are not enthusiastic about lessons because their creative abilities are not challenged enough.
Behaviour, in and out of classrooms	Good. Occasional naughtiness is dealt with smoothly. No pupils have been excluded.
Personal development and relationships	Good. Pupils are responsible and mature young people. Relationships are good throughout the school. There is no evidence of bullying.
Attendance	Well above average. There is no unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	good	good	good

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

The teaching is good throughout the school and pupils make good progress. Of the 27 lessons seen, 11 were satisfactory, 11 were good and five were very good and there was no unsatisfactory teaching. Teaching is good in English, mathematics and science and at least satisfactory in the lessons seen in other subjects. Teachers have high expectations of pupils' achievement to which pupils respond well. Basic skills of literacy are well taught throughout the school and the benefits of this are seen particularly in high standards of written work. Skills of numeracy are mostly well taught though there are some weaknesses in Year 6. The teaching of pupils with learning difficulties is good throughout the school, though no special arrangements are made to identify or teach gifted pupils. Teachers manage their mixed-age classes well when they have support and help in the lesson but find it difficult to manage them when there is no support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. It fulfils legal requirements at each key stage and for under fives but the time given for teaching is below the minimum recommended nationally. The school concentrates appropriately on the basics of literacy and numeracy, as expected by the government, but insufficient time is left for a balance of the full range of other subjects. Extra-curricular games activities are laid on but parents pay for these.
Provision for pupils with special educational needs	Good. Learning support assistants are effectively deployed. Pupils' learning difficulties are generally identified efficiently though the diagnosis of a pupil's dyslexia was very slow.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Christian values are based on the teachings of the Church of England. Pupils are taught right from wrong. Success and endeavour in all aspects of school activities are recognised. Year 6 pupils are expected to perform duties which help in the daily running of the school and develop their sense of citizenship. Teachers ensure that

	pupils are aware of their own culture and history.
How well the school cares for its pupils	The school works well with parents. Pupils are well looked after by their class teachers. Governors and staff ensure that pupils work in a safe environment though the outdoor play area for children under five is not separated from the main playground. Requirements for child protection are met. Pupils are tested in English and mathematics each year using standard national tests so that their progress can be tracked accurately.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well managed, though the balance of the curriculum needs adjustment to give more time for subjects other than English, mathematics and science and for creativity. The Headteacher provides effective leadership and, through her own teaching, sets a very good example for all staff to follow and monitors the quality of their work. As a result, standards have risen substantially since the previous inspection and staff morale is high. The school's plan for its development concentrates appropriately on raising standards. Subject management is satisfactory overall, though the teachers have many subjects to manage.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well and know the school's strengths and weaknesses. They work well to ensure the pupils' safety and welfare, and that legal requirements are met. They manage the school's finances very well.
The school's evaluation of its performance	The school uses its assessment data well to analyse performance. The Headteacher checks the quality of the teaching and the work of all teaching staff is evaluated.
The strategic use of resources	The school's funding is well below national and local averages but its efficient financial management ensures that money is spent wisely, carefully and well. However, resources are barely adequate. The reading scheme needs replacing; there are shortages of artefacts and texts for religious education, shortages of musical instruments, and of modern children's fiction for the library. The school needs another class: this would enable the classes to comprise no more than two year groups, rather than three as at present. The indoor physical education accommodation is unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school is helping the children to become mature and responsible young people. • Children make good progress. • Behaviour is good. • The teaching is good. • Teachers have high expectations and children are expected to work hard and do their best. • The school is open and approachable. • The school is well led and managed. 	<ul style="list-style-type: none"> • Some say there is too much homework; others say there is too little. • Many parents are unhappy about the mixed age classes. • Some think that there are not enough extra-curricular activities. • Some would like more information on progress.

Parents' views are very positive overall. The inspectors agree with the parents' positive opinions in all respects but do not agree with some of their criticisms. Parents, teachers, governors and inspectors are all in agreement that three age groups in each of the classes is unsatisfactory and that the school needs another class. The school's policy is to set homework for particular purposes, such as reading, learning spellings or research for projects, and the inspectors find that the policy is sensible and is implemented satisfactorily. Parents are right that the range of extra-curricular activities is narrow but it is not unreasonably so for a small school with a small staff. Pupils participate in games outside of school time which are organised by parents or private contractors rather than teachers but this is reasonable because the teachers are so busy managing their classes and co-ordinating subjects. Inspectors find that reports give a clear picture of pupils' progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children under five generally begin school with above average attainment on entry to the Reception Class. Standards are above average by age five and results of national assessments at the end of ages seven and 11 are well above national averages. The test results are meeting or exceeding the targets set by the governors and are generally consistent with standards of work found during the inspection. The governors' targets for test results in 1999 were realistically high but the school met or exceeded all of them.

2. In 1999, the results of national tests at the age of 7 were in the top five per cent of all schools in reading and writing. In mathematics, they were well above the national average. The results indicate that all pupils reached the expected level in both reading and writing and a majority of the pupils exceeded the expected level. All pupils reached the expected level in mathematics. Though the results were well above average in mathematics they were not as high as in reading and writing. The results of the teachers' own assessments of the pupils' performance in science were similar to those in mathematics. The results have improved at a faster rate than nationally in reading and writing but show no improvement in mathematics. Boys and girls do equally well in these tests when the results are considered over a period of years.

3. The results of the national tests at the age of 11 were very high in mathematics, in which they placed the school in the top five per cent of all schools, and were well above the national average in English and science. The overall results are much better than most other schools with pupils from similar backgrounds. All pupils reached the expected level for their age in both mathematics and science and nearly half of the pupils exceeded that level in both subjects. The results in English were not as high as in mathematics and science: 87 per cent of pupils reached the expected level and 40 per cent exceeded it. Girls tend to outperform boys in each subject, and especially in English, as shown by the results over time, though in 1999, the boys did better than the girls in mathematics and science. The test results are rising in line with the national trend.

Standards of work found during the inspection

Children under five

4. Children under five make good progress and, by the age of five, they exceed the standards expected nationally in their personal and social development, language and literacy, mathematics, and knowledge and understanding of the world. Standards are high in these areas because the teaching is good and because of the pupils' good attitudes and the strong support and encouragement of their parents. Children's spoken language is above average when they enter school. By the age of five, they speak confidently with a rich vocabulary. The standard of reading exceeds that expected for their age and pupils have begun to write independently in well-formed print, completing simple writing tasks at a level beyond that expected at the age of five. The effective encouragement of parents is particularly significant in the progress made in reading and writing. In mathematics, pupils count objects at least to 10 with ease. Most children perform simple addition and subtraction calculations and are developing their mental arithmetic through doubling of numbers up to 10. The children reach the standards expected in both creative and physical development at age five but could reach higher standards in each of these areas if more teaching time was allowed for them.

By ages seven and 11

5. The evidence gathered during the inspection is consistent with the school's very good results in the national tests. Pupils achieve high standards by the age of seven in English, mathematics and science. By the age of 11, standards are high in English and science, and above average in mathematics. The school's implementation of the national strategies for English and numeracy has generally been beneficial though there are some weaknesses in numeracy amongst Year 6

pupils which accounts for the difference between the high test results and standards seen during the inspection. The time given for English and mathematics is more than half of the total and insufficient time is left for other subjects. Standards are average in religious education and in most other subjects though they could be higher, especially in music, information technology and physical education.

English language and literacy

6. Pupils achieve high standards in speaking and listening and this is an improvement on the findings of the previous inspection. Standards of reading are high throughout the school and pupils generally become confident and enthusiastic readers, as their reading records show. By the age of seven, all pupils read independently. By the age of 11, pupils read aloud fluently and with expression, responding accurately to punctuation. Pupils' standards of writing are very good though not quite as high as in reading, and improvement in writing is a current priority for improvement. By the age of seven, pupils write very well for a variety of purposes - letters, poems, stories, synopses of books they have read, and written accounts of their work. They use simple punctuation correctly and spell familiar words accurately. By age 11, pupils' writing is very good and they write very well in a variety of styles. Handwriting is well formed and clear, and spelling, punctuation, grammar and construction are very good. Pupils' very good literacy skills enable them to learn effectively and underpin their work in other subjects, as was seen, for example, in the very good Year 6 geography project on rivers of the world, and in the pupils' prayers and reflective writing in religious education.

Mathematics and numeracy

7. By the age of 7, pupils achieve high standards; they can add and subtract quickly and confidently; most pupils know their 2, 5 and 10 times tables and use their knowledge well to solve simple problems. By the age of 11, nearly all pupils have achieved beyond the standard expected for their age in their understanding of numbers, in handling data and drawing graphs, in simple geometry and in their ability to solve problems. However, some of the Year 6 pupils are not fully secure in their recall of multiplication tables or in their paper and pencil methods such as long multiplication, which is surprising in view of the very high results of the national tests.

Pupils with special educational needs

8. Pupils with special educational needs make good progress towards the targets set for them and most reach the standards expected for their age at seven and 11. The literacy and numeracy strategies and the good support the pupils receive are significant factors in their good progress.

Pupils' attitudes, values and personal development

9. Pupils' attitudes, values and personal development are well developed. These findings are similar to those of the previous inspection and reflect the school's good climate for learning. Parents say that their children like coming to school and that the school helps them to become mature and responsible. Most pupils are keen to take part in the various activities of the school but some older pupils are not always enthusiastic about lessons and this is shown in an occasional lack of involvement. Attendance is well above average and there is no unauthorised absence and pupils come to school on time.

10. Behaviour is good both in lessons and around the school. There is no evidence of bullying and no pupil has ever been excluded from school. Occasional naughtiness is handled effectively by the class teachers.

11. Relationships are good. The school is an orderly, caring community in which everyone is valued. The pupils are courteous and are friendly and welcoming towards visitors. They help one another in lessons and work together constructively in pairs and groups.

12. Pupils show respect for property, for example, in their careful handling of musical instruments. Older children look after younger ones, for example, at lunchtime, and pupils of all

ages are ready to take responsibility as class monitors. They take an active part in morning assemblies and in services in the local parish church.

13. Pupils with special educational needs have positive attitudes to their work and they gain in self-confidence through discussions and group-work. They benefit from the high standard of care provided by class teachers and support staff.

HOW WELL ARE PUPILS TAUGHT?

14. The teaching is good throughout the school and pupils make good progress. Of the 27 lessons seen, 11 were satisfactory, 11 were good and five were very good. There was no unsatisfactory teaching. The teaching has improved substantially since the time of the previous inspection and is much better than it was in science.

15. The strengths of the teaching substantially outweigh weaknesses. Above all, the teachers have a good knowledge of teaching English, mathematics and science and their ability to teach the basic skills of literacy and numeracy underpins the work of the school and is a key factor in pupils' good progress. Teachers take care to use appropriate specialist subject vocabulary, for example, in mathematics and science, and this contributes effectively to the development of the pupils' good ability to learn through discussing their work. Lessons are well planned. In shared classes, teachers work well together to co-ordinate the planning of their lessons. Teachers have high expectations of pupils with regard to effort and achievement, to which pupils respond well. Pupils are well managed and teachers have very constructive relationships with them. Group-work is well organised and resources are well prepared so that no time is wasted. The effective deployment of educational support staff, volunteer parents and other adults makes a very important contribution to the quality of lessons. Though effective support in lessons helps the teachers to plan their work, the wide age range of their classes clearly has a negative effect on the overall quality of the teaching. When the support is absent, the teachers are unable to plan for the full age range in their classes.

16. The teaching of children under five is good overall. The teaching of the basic skills of literacy and numeracy is very good. Information gained from assessment on entry to school is used well in the teachers' planning. The teaching gives the pupils a firm preparation and early start on the National Curriculum.

17. The teaching of English, mathematics and science is good throughout the school. Teachers have a good grasp of the National Literacy Strategy. A particular strength of the English teaching is the systematic approach to the teaching of reading and writing which involves the careful teaching and testing of spelling, grammar and construction. The teachers' have a good knowledge of teaching mathematics and have prepared well for the National Numeracy Strategy.

18. The teaching of mathematics gives the pupils a very good start in Class 1 which is consolidated and rapidly developed in Classes 2 and 3 though there is a need for more consolidation of rapid recall of multiplication tables and of the use of paper-and-pencil methods of calculation in Year 6. Basic scientific skills are taught well. Teachers are enthusiastic and knowledgeable about science and plan relevant and interesting activities which extend the pupils' thinking well.

19. Teaching is satisfactory in religious education. Only a few history and geography lessons could be seen, which were satisfactory. Teachers' plans indicate sound knowledge and understanding of both subjects and appropriate coverage of both the skills and knowledge to be taught. Insufficient time is given to the teaching of foundation subjects because the literacy and numeracy 'hours' occupy the whole of the morning session and leave little time for other subjects. The teachers lack confidence in their ability to teach information technology and music, both of which are neglected in the teachers' planning so that pupils do not reach their potential.

20. Lower attaining readers and pupils with special educational needs, on the basis of diagnostic tests, receive effective individual support and practice in reading. This makes a very effective contribution to their progress. Pupils with special educational needs are well taught in mainstream classes. Teachers have a thorough knowledge of the targets in pupils' individual education plans and successfully adapt their teaching methods to enable pupils to make good progress towards these targets. However, a recent diagnosis of a dyslexic pupil took a very long time. The school makes no special arrangements to identify gifted and talented pupils.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

21. The curriculum for children under five is satisfactory overall. It provides for all areas of learning appropriate for this age group and priority is rightly given to the development of personal and social skills, to language and literacy and to mathematics. The development of children's knowledge and understanding of their world is good, particularly through science, but children have insufficient opportunities to express themselves creatively through art and music. The lack of outdoor play equipment and facilities and the fact that there is only one physical education lesson a week limit possibilities for the children's physical development. Nevertheless, at the age of five, the children have a firm foundation for their work in the National Curriculum.

22. The current statutory requirements are met at each key stage for the full range of National Curriculum subjects, religious education. However, the time given for teaching falls short of the minimum recommended nationally and is well below average at each key stage. Personal, health and social education includes sex education in line with the governors' policy.

23. The time given to subjects is unbalanced because more than half of the total time is given for English and mathematics. An emphasis on English and mathematics is expected as part of the national strategies for teaching literacy and numeracy and the school's strong emphasis on the basic subjects accounts for its very good performance in reading, writing and mathematics. However, the other subjects, with the exception of science, share a smaller proportion than is usual of the time available. For example, in Classes 1 and 3, art, design and technology and music are taught for half of the average time spent on them nationally. Whilst the school is successfully implementing the national strategies for literacy and numeracy, the imbalance of time results in a narrowness of the curriculum which adversely affects standards, especially in the practical and creative subjects of art, design and technology, music and physical education. Physical education is also adversely affected by the inadequacy of the accommodation available, though swimming, from Year 2 to Year 4, is a very good feature. Science is well taught and is a strength of the curriculum throughout the school. The skills of information technology are insufficiently extended and developed throughout the other subjects of the curriculum.

24. Policies and schemes of work are in place for all subjects of the curriculum. Some of these are outdated and their review, in line with the requirements of the latest National Curriculum framework and the Early Learning Goals for children under five, is a priority of the school's development plan.

25. Planning of the curriculum in the mixed age classes is complicated because long and medium-term planning have to be adjusted as the number of year groups in each class varies from year to year. It covers the curriculum but there is sometimes an overlap of work; for example, some topics are taught in both Classes 1 and 2 at a similar level. An advantage of the wide age range in classes is that the youngest pupils in each class often have the opportunity to work at a level above or well above that expected for their age.

26. The school makes good curricular provision for pupils with special educational needs. They are taught in mainstream classes and have full access to the National Curriculum.

27. The range of out of school clubs is narrow but this is only to be expected in a small school with a small staff. Many pupils receive coaching in various sports out of school time, such as

tennis and cricket, which parents pay for. Some pupils receive instrumental music lessons, which again are paid for by their parents. The school makes very good use of the local environment to enrich the teaching of science, geography and history and this adds to pupils' interest and gives purpose to their studies in these subjects. For example, Class 3 pupils benefited from a visit to a local gravel quarry as part of their study of the impact of industry on the environment. Older pupils benefit from an annual residential visit, for example, to York, and this provides opportunities for enrichment of work across the curriculum as well as developing pupils' social skills and broadening their experience.

28. The school has good links with the local community and these have a positive impact on pupils' learning. The school has a long history as an integral part of the village, and local people greatly value this. Pupils benefit from villagers' enthusiasm for visiting the school; for example, a local resident brought history to life by talking about the life of evacuees in the village during the Second World War. From time to time, local industry makes contributions to the curriculum. For example, Rolls Royce staff presented a design and technology problem for local schools to solve in competition with each other. The school has constructive links with the secondary school to which most pupils go at the age of 11. The secondary school provides technical support and advice in information technology. Pupils visit the secondary school, for example, to take part in an 'information technology day'.

29. Good provision for pupils' spiritual, moral, social and cultural development is made through the corporate life of the school, the daily act of worship and the curriculum as a whole. The school provides a welcoming and caring ethos and effectively shares its aims, values and expectations with parents who are happy that the school's values have a positive effect on their children.

30. The provision for spiritual development is made through Christian values based on the teachings of the Church of England. This is well done, especially through assemblies and in religious education lessons but also through the whole curriculum and within the framework of the parish. Pupils are enabled to gain insights into the beliefs and values of other world religions, especially in religious education.

31. The provision for promoting pupils' moral development is good. Relationships between teachers and pupils are consistently good and teachers reinforce pupils' understanding of right from wrong. The school's rules and rewards systems are well understood and respected and assemblies successfully promote pupils' self awareness through recognition of success and endeavour in all aspects of school activities.

32. The pupils' social development is also well provided for and relationships are very good throughout the school. Year 6 pupils carry out regular duties, which help in the daily running of the school and promote their sense of citizenship. For example, they help younger pupils in the dining room at lunchtime. They have opportunities to use their initiative to raise money for charities and develop a sense of social responsibility. The programme of residential education provides very good opportunities for pupils to extend their relationships with adults and their classmates. In many lessons, pupils have good opportunities to work collaboratively and share ideas.

33. Provision for pupils' cultural development is good. Through their work in art they learn of the accomplishments of celebrated artists. Teachers make good use of the locality to raise pupils' awareness of their own culture, history and local geography.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school looks after the pupils well and its procedures to ensure pupils' welfare are effective. Arrangements to fulfil the school's responsibilities for child protection are satisfactory.

35. The Headteacher and governors jointly carry out risk assessment of the site and buildings.

Pupils are supervised well at play and lunchtimes; however, the inspectors consider that children under five would feel safer if they played amongst themselves rather than with the older ones, as at present. Although there is a suitable play area by the classroom in which children under five are taught, it is not securely separated from the playground used by other pupils.

36. The system for assessing pupils' attainment and measuring their progress is a good one which goes beyond what is legally required. Arrangements are in place for assessment of pupils on entry to the school and pupils are assessed at the end of each key stage (ages seven and 11) in English, mathematics and science, as legally required, by the teachers themselves and through national tests. In addition to these statutory assessments, national tests are also used to assess pupils' attainment in English, mathematics and science at the end of Year 3, 4 and 5. Consequently, the school has a wealth of assessment data for each pupil in each of the three main subjects. These data are used effectively to compile individual records, predict performance and identify underachievement. Teachers' records also include the results of progressive testing in spelling and reading. Teachers use assessment data well in their curriculum and lesson planning.

37. The school monitors the academic performance and personal development of pupils with special educational needs effectively. The systems for identifying pupils in need of extra help and the arrangements for monitoring and assessing pupils on the special needs register are very good. Short-term targets are closely related to need and are well understood by both teachers and parents. The education care officers and the volunteer assistants are well deployed and support the pupils well.

38. The school successfully encourages good attendance. Attendance registers are well kept, and unexplained absence is investigated immediately. The Headteacher ensures that parents understand the importance of full attendance at the time of induction of new pupils, through the home-school agreement.

39. The Headteacher and her staff have established a very good climate for learning in which children can thrive and achieve well. The school's system to recognise and reward good conduct is effective. Teachers have high expectations of behaviour both in lessons and around the school. Pupils know what is expected of them and respond positively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school has an effective partnership with parents and carers and welcomes and appreciates practical parental involvement. Parents are very supportive of the school and its aims and values and this has a strong impact on standards achieved. Parents supervise homework and listen to their children's reading. They ensure that their children arrive at school on time and properly equipped to learn. Many parents regularly help the teachers in lessons. Without this help, the teachers would not be able to plan as effectively as they do for the full age and ability range in their classes. Some parents and other adults help to teach pupils information technology and the teachers find their assistance and expertise very valuable. Some parents also contribute very effectively to morning assembly, as was seen during the inspection. Parents serve actively on the Governing Body and the Parents and Teachers Association raises substantial funds to supplement the school's resources.

41. The school works very well in partnership with parents of pupils with special educational needs. Communications between school and home are good. Parents are very supportive of their children. They help them at home and make extensive contributions to the formal reviews of their children's progress.

42. Overall, parents have very positive views of the school and are pleased with it. They believe that the school is well managed; they find the teachers and other staff approachable; they are pleased with the standard of education that the school provides; they know that the school

expects pupils to do well and sets good standards of behaviour. Parents are very dissatisfied with the mixed-age classes and think that three different age groups in each class are too much for the teachers to cope with. Parents are also dissatisfied that they have to pay for extra-curricular games. Some parents would like more regular homework to help prepare their children for the next stage of education.

43. The information for parents is generally good. Parents are well informed about forthcoming events through letters, the parish magazine, and the notice board at the school's entrance. However, more information is needed in the prospectus about the curriculum and class organisation, and about the school's policy for special educational needs. Some parents would like more information on their children's progress. In fact, the annual progress reports to parents are well written and two consultation meetings are held with parents each year. The progress reports provide a good evaluation of pupils' achievements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The Headteacher provides effective leadership. She sets a very good example, through her own teaching of Class 1, for all other teachers to follow. The school is well managed and successfully achieves its aims and objectives. As a result of the school's success, the morale of the staff is high and teachers, governors and parents are confident in the quality of the management of the school, the teaching and the standards achieved.

45. The work of the Governing Body is very effective. Governors listen to parents' opinions and are supportive of the Headteacher and staff. They fulfil their duties very well and all legal requirements are met for children's welfare, targets for achievement, the curriculum and the school's financial management. The governors ensure that all pupils enjoy equality of opportunity in the curriculum and in the treatment of pupils with special educational needs. The procedures for allocating pupils to classes are fair and transparent. However, there are no special arrangements to identify gifted or talented pupils. The information for parents is generally good but the prospectus should be clearer about the content of the curriculum, the arrangements for the mixed-age classes, and the school's policy for special educational needs.

46. The time given for teaching is relatively low and is below the minimum recommended by the Secretary of State. Though the school rightly emphasises the basic subjects of English and mathematics through its enthusiastic and effective implementation of the national strategies for literacy and numeracy, this has led to an imbalance of time given to different subjects. Well over half of the total time available is given to English and mathematics and little time is left for other subjects.

47. Management of subjects is satisfactory overall. It is good in English and mathematics. In these subjects, teaching and standards are monitored effectively. Management of other subjects is satisfactory, except for information technology and music. The management of special educational needs is good.

48. The school has a high-quality plan for development which identifies the priorities for 12 months ahead. It is fully costed and is complete with success criteria and deadlines. The priorities for development are appropriate to the school's needs. Currently they include, for the year 2000-2001: new National Curriculum changes and updated schemes of work for subjects and programmes for children under five; the consolidation of national strategies for literacy and numeracy; raising boys' performance in English to match that of girls at Key Stage 2; improving the use of information technology in all subjects, access to the internet and training in information technology for all teachers; improving the teaching of music; improved monitoring and evaluation of teaching.

49. The class sizes of this small school are not unusually large at 28 pupils on average though the pupil-to-teacher ratio is above average. Two of the three classes are taught by more than one

teacher and all have three-age groups: Class 1 comprises Reception, Year 1 and 2 pupils, Class 2 comprises Years 2, 3 and 4, and Class 3 comprises Years 4,5 and 6. The basis for selection of pupils who 'move up' to the next class is performance in English comprehension. Teachers find it difficult to plan work effectively for the wide age range of their classes. They manage to do so when they have support, such as education care officers or volunteer adult helpers, but this support is not always available. All parties find this situation unsatisfactory, governors, parents, teachers and pupils alike, and the inspectors agree that the school needs another class so that pupils can be taught in classes of no more than two age groups.

50. The income per pupil is well below the national and local averages. Resources for learning are barely adequate: the reading scheme is out of date; there are shortages of texts and artefacts for religious education; there are shortages of musical instruments; the library is short of modern children's fiction. The indoor accommodation for physical education is too small and this affects standards adversely and is therefore unsatisfactory. The outdoor play area for children under five is insecurely separated from the main play area.

51. The school has improved well since the previous inspection in October, 1996. Attendance has improved from above average to well above average; standards have improved from a little above average, in English, mathematics and science, to well above; teaching is better than it was and there is now no unsatisfactory teaching. The school has successfully tackled most of the issues from the previous report though music and information technology remain weaknesses. The curriculum for children under five now meets the expectation for pupils of this age and is being revised further to meet new national requirements for September, 2000. Pupils' listening skills and behaviour, which were criticised in the previous report, are now good. The Headteacher had insufficient time to monitor and support the work of her staff and this was still the case until very recently. The Headteacher is now released from teaching for half of the timetable and is able to undertake formal observation of lessons and to appraise the teachers and develop their professional skills. Since the previous inspection, the school's unsatisfactory teaching accommodation has been demolished and replaced.

52. The school is efficient and its financial management is very effective and the school is in a sound financial position. Despite a small deficit at the end of the previous financial year, a small surplus is forecast for the current year. The governors delegate appropriate financial authority to the Headteacher. The Headteacher and governors ensure that best value is always obtained in their spending decisions, for example, when making purchases. They consult parents about important decisions, such as the age range of the classes and criteria for selection of children for each class. The administration of the school runs smoothly despite little time allowed for clerical assistance.

53. This is a good and effective school. Given the relatively low funding, the good quality of the teaching, the good progress the pupils make, their good personal development, and the high standards achieved in the basic subjects of English, mathematics and science, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. ***In order to improve the effectiveness of the school further, the governors, Headteacher and staff should take the following steps.***

(1) Raise standards further

- ❑ in information technology, providing necessary training for all teachers and implementing the school's plans for teaching computer skills systematically through all subjects in all classes (*paragraph 106*),
- ❑ in mathematics by improving Year 6 pupils' basic skills, ensuring that they have immediate recall of multiplication tables and can perform standard paper-and-pencil arithmetic appropriate for their age (*paragraph 7,18,83,84*),
- ❑ in music by planning for and regularly teaching lessons at appropriate levels for all pupils throughout the school, providing training for teachers where necessary (*paragraph 108*),
- ❑ and in physical education by exploring possibilities to provide suitable indoor accommodation (*paragraph 110*).

(2) Improve the planning of the curriculum and organisation of classes

- ❑ in the short term, by increasing the total time for teaching at least to match the minimum recommended by the Secretary of State for Education, and by adjusting the balance of teaching time for subjects so that pupils can reach their full potential in all of them (*paragraph 4,5,21-3,46,59*),
- ❑ and in the longer term, by exploring ways to provide a fourth class in order to eliminate the need for three age-groups in each class(*paragraph 15,40,49*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	11	11	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		83
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		11

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	3.0
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	7	7	7
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (85)	83 (86)	87 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	7	7	7
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	9	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	6
	Girls	9	9	9
	Total	13	15	15
Percentage of pupils at NC level 4 or above	School	87 (88)	100 (88)	100 (88)
	National	70 (73)	69 (72)	78 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	9	9	9
	Total	13	14	14
Percentage of pupils at NC level 4 or above	School	87 (88)	93 (88)	93 (88)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	83
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	[]
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	34

Financial information

Financial year	1998-1999
	£
Total income	135538
Total expenditure	138134
Expenditure per pupil	1501
Balance brought forward from previous year	1711
Balance carried forward to next year	-885

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	83
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	45	4		
My child is making good progress in school.	35	61	4		
Behaviour in the school is good.	24	68	8		
My child gets the right amount of work to do at home.	29	49	20	2	
The teaching is good.	37	61	2		
I am kept well informed about how my child is getting on.	29	39	32		
I would feel comfortable about approaching the school with questions or a problem.	61	31	8		
The school expects my child to work hard and achieve his or her best.	55	43	2		
The school works closely with parents.	33	45	20		2
The school is well led and managed.	45	45	8	2	
The school is helping my child become mature and responsible.	37	53	2	2	6
The school provides an interesting range of activities outside lessons.	10	24	49	12	5

Other issues raised by parents

55. At the meeting held between the Registered Inspector and parents, and in letters, concern was expressed about the mixed-age classes, and about standards in music, information technology and physical education. One parent said that she is very upset that it has taken a very long time to diagnose her child's dyslexia.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. Children are taught in Class 1 which contains three age groups: Reception (or children under five), Year 1 and Year 2. At the time of the inspection there were nine Reception children, taught alongside 19 Year1 and Year 2 pupils.

57. The curriculum for the children under five is satisfactory overall. It is planned in line with the National Curriculum, taking into account the required areas of learning for those under five. This represents a satisfactory improvement in the planning reported at the time of the previous inspection.

58. The children make good overall progress. Priority is rightly given to the development of personal and social skills, to language and literacy and to mathematics and the children make very good progress in these areas. They make good progress in their knowledge and understanding of the world. In all areas of learning, children work on the same topics as pupils in Key Stage 1 but great care is taken to ensure that their tasks are largely practical and the children are well supported by a classroom assistant. At the age of five, children exceed the standards expected nationally in personal and social development, language and literacy, mathematics and knowledge and understanding of the world.

59. The balance of time given to the various activities is unsatisfactory. Because more than half of the time available is given to language, literacy and mathematics, the children have relatively few opportunities for physical development, independent creative expression in role-play or through art and music. Despite this, the children reach the standards expected in both creative and physical development at age five.

60. The class is taught by the Headteacher for half of the timetable and by a part-time teacher for the remainder. The two teachers collaborate well to produce long and medium-term plans for a suitable range of experiences within the constraints of the mixed-age class and the time available. The planning for the new Foundation Stage for children in the reception year is a priority of the school development plan. It is at an early stage, because of forthcoming staff changes.

61. The quality of teaching is good overall and in the teaching of basic skills in literacy and numeracy and for pupils' personal development it is very good. No unsatisfactory teaching was seen. Teachers have high expectations of children's work and behaviour and the way in which they manage their class is very good. Well-qualified and informed support staff, assisted by students and volunteers make a considerable contribution to children's learning. Appropriate assessment of the children's attainment is made on entry to school and information gained is used well to plan tasks to match children's needs and to help them to make progress. Teachers constantly assess the progress the children are making in lessons and use their information well to plan the next work. Overall, children establish a firm foundation for learning and are well prepared to start work on the National Curriculum.

Personal and social development

62. The teaching is very good. There is a clear focus on children's personal and social development and they make very good progress. They settle very quickly into the school routines and are very confident within the classroom. It takes longer for some of them to become accustomed to playing in the main schoolyard at lunchtimes, which is very small and crowded. Relationships are very good and children behave very well, responding positively to adults and each other. They play and work together well; taking turns, when sharing equipment. All children under five are developing independence in routines and improving their social skills. They do have some opportunities to make choices but their choices are tightly controlled rather than

allowing free expression or experiment, for example, when they made a sandwich in a practical lesson the task was so organised that there was little for the pupils to do. Teachers plan a range of visits to support children's learning which extend their personal and social education well.

Language and literacy

63. Teachers give very high priority to this area of learning and very good teaching ensures that children make very good progress. Children's spoken language and range of vocabulary is above average when they enter school and they have many opportunities to talk and share their experiences with others. By the time children are five, they speak confidently in class groups, using a rich vocabulary. The teaching of basic skills such as phonics is very good and most children know their letter sounds by the age of five. All children join in a wide range of reading experiences during the class literacy hour and make a good start on the school's reading scheme. They share their books at home with their parents on a regular basis. The reading level of most children in the reception class exceeds that expected for their age. Children complete simple written tasks at a level beyond that expected. The vast majority start to write independently, in neat, well-formed print. Parents' effective support for their children is an important factor in their good progress.

Mathematics

64. Mathematics is very well taught and pupils make good progress. Children know a range of nursery rhymes and songs related to numbers and counting. They use mathematical language appropriately and sort, match, and count objects to 10 with ease, writing the numerals accurately. Most count beyond ten, order numbers and perform simple addition and subtraction sums, and higher attaining children can double numbers to 10. All children are on target to exceed the standard expected at the age of five.

Knowledge and understanding of the world

65. The teaching is good. Children make good progress and most exceed the standards expected. Science is a particularly strong feature and the children make particularly good detailed studies of the local area, observing and identifying plants that they find. They have very good knowledge of how and where different types of food are produced, such as cereal crops, meats and fruit, and they visit a local farm to extend their knowledge about the production of food. Children have a developing understanding about how living creatures change with time, such as themselves and plants they grow from seed. They also learn about history connected with their local area. Children are taught how to use the computer and with help can record their work using a word processing program, locating the letter keys themselves and moving around the page appropriately. However, they have no opportunity to use the class computer independently.

Physical development

66. Although the teaching of physical education is satisfactory, it is unsatisfactory that there is no secure outdoor area or equipment for children to enjoy energetic play with space to move around freely. To compound this, the school's indoor accommodation for physical education is far too small and sited across the road from the main school. Children only have one lesson a week. Children's physical development is above average on entry to school; despite the poor provision, they reach the standards expected at age five but they could achieve more. Other aspects of physical development, such as the manipulation of pencils, paintbrushes, scissors and constructional toys are good. Children make good progress in the use of this equipment and their control is better than that expected at age five.

Creative development

67. The teaching is satisfactory. Children make satisfactory progress and reach average standards in their artwork and in their ability to express their ideas creatively. They paint pictures about their work, such as of their visits to the farm, and use a variety of natural and man-made materials to produce collages. For example, in their studies on plants they have made good seed pictures of flowers. They are taught correct painting and colouring techniques but opportunities for expressing themselves freely on subjects of their own choice are more limited. Although no

role-play was observed during the inspection, children do have opportunities to play in the home corner. Because of timetable arrangements children only have limited opportunities to take part in music lessons and opportunities for free experimentation with musical instruments is limited, which is unsatisfactory.

ENGLISH

68. Standards in English have improved well since the previous inspection when they were reported to be average. This is mainly because of better teaching and planning, particularly in respect of developing pupils' speaking and listening skills.

69. Results in reading and writing in the 1999 national tests at age seven were well above the national average and well above the average for similar schools. In the last four years, the results have been consistently well above national averages in both reading and writing. Boys' performance has been well above the average for boys, and girls' performance has been very high compared with girls' performance nationally. Standards are rising at a much faster rate than nationally.

70. Results in English in the 1999 national tests at age 11 were well above average in comparison with all schools, and above average in comparison with similar schools. The proportion of pupils reaching and exceeding national standards was well above average and teacher assessments closely match these results. Over the last four years, girls outperformed boys, but the performance of boys improved in 1999. The results are improving at a faster rate than nationally but they are not as good as in mathematics and science.

71. Pupils achieve well in English at age seven and 11 and make good progress. Standards are above average on entry to the school. The standards of work seen during the inspection are well above average overall and similar to those indicated by the 1999 test results at each key stage. Speaking, listening and reading are strengths.

72. Pupils' speaking and listening skills are high throughout the school. This is an improvement on the findings of the previous inspection when pupils were not achieving the standards they should have done. By the age of seven, most pupils speak fluently and have an impressive range of vocabulary. They are able to take turns in discussion, listening attentively to the opinions of others. Higher attaining pupils give accurate examples of similarities and differences in the stories they have been reading or listening to, showing that they have understood the main ideas. Lower attainers retell a favourite story clearly and with a reasonable degree of detail. By the age of 11, most pupils speak appropriately for different purposes with ease and clarity. Higher attainers make informed comments about the effect of descriptive words in the texts they are reading.

73. Standards of reading are high. Pupils are encouraged to become confident and enthusiastic readers. They take books home to read and their reading records show that they change their books regularly. By the age of seven all pupils are reading independently. Most pupils know the difference between fiction and non-fiction and know how to find information in non-fiction books. They can name and describe the main characters in the books they are reading and predict what might happen as the story unfolds. Higher attainers are fluent readers; lower attainers use their knowledge of sounds to help them with unfamiliar words and read with growing assurance, despite occasional hesitations. By the age of 11, pupils read aloud fluently and with expression, responding accurately to punctuation. Pupils discuss the similarities and differences in books they have read but the range of authors discussed is quite narrow.

74. Work seen during the inspection indicates that both girls and boys attain above average standards in writing throughout the school. By the age of seven, most pupils write with confidence for a variety of purposes. For example, they write letters, poems, stories, and descriptions of books they have been reading, as well as short factual accounts of the work they

have done. The majority of pupils develop their ideas clearly in a sequence of short sentences. Lower attainers write in a lively way and even though their spelling is weak, the words are recognisable. Higher attainers write well-structured stories of considerable length, choosing descriptive words carefully to convey precise meaning. They use simple punctuation correctly and are making good progress in understanding how to use speech marks in dialogue. Spelling of familiar words is generally accurate.

75. By the age of 11, the pupils write effectively for different audiences, varying their style to suit the occasion. Their book reviews, for example, are lively, honest and cogent, enticing the potential borrower to find out more by reading the story. Pupils' literacy skills enhance their work in other areas of the curriculum, for example, in their extended geography project on rivers of the world was very well written and presented; their prayers and reflective writings in religious education are also very well written. Handwriting is usually fluent and clear, and the majority of pupils have a good understanding of the way in which paragraphing and punctuation give clarity to writing. Lower attainers have legible handwriting but some of their responses are too brief, and tasks are occasionally left unfinished.

76. Pupils with special educational needs make good progress in working towards the literacy targets set in their individual education plans, especially when they are given additional help with their work.

77. Pupils' attitudes to their work are generally good. Most pupils settle to their tasks promptly and are usually ready to listen and respond in class discussions. Pupils are capable of independent study, for example in reading and in researching words from dictionaries and word lists. Most pupils sustain attention for a reasonable period of time when they enjoy what they are doing and when they have clear direction, but they lose interest and enthusiasm when they have to spend too much time on one activity or when they are left on their own for too long. Behaviour is almost always good, and the pupils have good relationships with their teachers and those who support them in the classroom. They collaborate constructively in groups and give praise and applause for good work when it is shared with the class in the final session of the lesson.

78. Teaching is good overall. No unsatisfactory teaching was seen and in three quarters of the lessons seen the teaching was good or very good. Teachers have a good grasp of the subject and have successfully implemented the National Literacy Strategy. Those who share classes work well together in co-ordinating and planning the lessons. Strong features of the teaching are very good preparation and clear lesson objectives, very good management of pupils, and appropriate challenge for the different age groups. Good relationships create a happy and relaxed working environment in which pupils settle to work quickly and concentrate well. Another strength is the systematic approach to spelling, which involves the careful teaching of spelling patterns and regular spelling tests and older pupils practise spelling through dictation exercises. Lower attaining readers and pupils with special educational needs are targeted on the basis of diagnostic tests and given regular individual support and practice in reading. These factors are important factors in the pupils' good progress.

79. The subject is well managed. The quality of teachers' lesson plans and the pupils' work are checked regularly and lessons are observed by the Headteacher. English makes a good contribution to pupils' spiritual and cultural development through the opportunities given for discussion, reflection and original writing. However, the school library is insufficiently well stocked with modern children's fiction and only a narrow range of books is available in classroom collections.

MATHEMATICS

80. Since the previous inspection, standards have risen substantially. The school has made a good start in implementing the National Numeracy Strategy

81. The results of the national tests taken at the ages of seven (Year 2) and 11 (Year 6) are consistently high. In 1999, the test results by age seven were well above the national average. All pupils reached the expected level and more than a third of them exceeded it. The test results for 1999 were also well above the national average by the age of 11, and amongst the top five per cent of results for all schools, with all pupils reaching the expected level and about half of the pupils exceeding it. Though the Year 2 results were high, they show a slight decline in average points scored over a period of four years but the Year 6 results are rising at a faster rate than found nationally. Taking the results over the same time period, girls' and boys' performances are similar at the age of seven. Though girls tend to do better than boys at the age of 11 in most years, boys did better than girls in 1999.

82. Pupils achieve well in mathematics by the age of seven. The inspection of lessons, discussion with pupils and examination of their written work show high standards which are consistent with the school's very good test results. Pupils continue the good progress which they made as Reception pupils. By the age of seven, pupils can add and subtract quickly and confidently and can apply their knowledge to solving simple problems. The pupils can double numbers quickly and most know their five and ten times tables. Pupils have a good knowledge of the language of mathematics, for example, of shape and space.

83. Most pupils also achieve well by age 11. Standards are above average overall but are not entirely consistent with the school's very high test results. By the age of 11, nearly all pupils have achieved beyond the standard expected for their age in their understanding of numbers, in handling data and drawing graphs, in simple geometry and in their ability to solve problems intelligently. They have a very good understanding of decimals and fractions, ratio and proportion, the systems of weight and measures and their ability to think mathematically is very good. Their written work in mathematics is impressive. It was surprising, therefore, to see that some of the Year 6 pupils could not recall facts from multiplication tables immediately, though they cope well enough with mental arithmetic, using idiosyncratic methods for finding multiples. They also have difficulty with conventional paper and pencil methods, such as long multiplication, though they can find answers to problems on paper using other methods and can use a calculator efficiently. This shortcoming in basic skills was not seen amongst the younger pupils in the other two year groups in the same class.

84. The teaching is generally good throughout the school and no unsatisfactory teaching was seen. The teaching has strengths which account in large measure for the pupils' good progress. Teachers have a good knowledge of the teaching of mathematics; they manage the pupils very well and have constructive relationships with them; their expectations of effort, behaviour and achievement are high. Because the teaching is effective, pupils have a very good start in number work in Class 1 which is developed well in Class 2 and with Year 4 and 5 pupils in Class 3. The development of pupils' logical and mathematical thinking, as seen in Class 2, lays a secure foundation for more advanced work in algebra, in classification of shape in geometry, and for future work in probability. Appropriately challenging work is set for Class 3, and tasks are well planned to meet the needs of the wide age and ability range of the pupils but there is a need for more consolidation of multiplication tables and of paper-and-pencil methods with the Year 6 pupils, in line with the expectations of the national strategy for teaching numeracy. Teachers' use of information technology to enhance the pupils' learning of mathematics is inadequate and pupils are not achieving their potential in this respect, for example, in the construction of tables and graphs using spreadsheets and databases.

85. The subject is generally well managed and this is a significant factor in pupils' achievements. Resources are adequate. The scheme of work matches the national strategy for numeracy. The co-ordinator checks lesson planning and the pupils' work, and occasionally observes lessons taught by her colleagues in each class. The pupils' progress is recorded diligently and so it is doubly surprising that the Year 6 pupils are not fully secure at the National Curriculum level expected for their age.

SCIENCE

86. Teaching is better since the time of the previous inspection and standards have risen substantially. The results of national tests taken at the ages of seven and 11 are well above both the national average and the average for similar schools. In 1999, all pupils reached the level expected nationally at each key stage. Over a four-year time period, girls' and boys' results are similar. The results are improving: at the time of the previous inspection all pupils reached the expected standard for their age but more pupils now achieve higher standards than those expected nationally.

87. The school is very committed to science and it is given important status. The curriculum in both key stages provides good coverage of all aspects of the subject and has a very strong emphasis on independent observation, investigation and recording. The local environment is used very well to enhance the pupils' learning and this raises their interest, making science relevant to them.

88. Pupils make good progress throughout Years 1 and 2 and achieve high standards at age seven, which are consistent with the test results for 1999. Pupils have a good knowledge of life processes and living things. From first-hand observation, they recognise and describe differences between animals and plants and know that they have different needs. They classify animals into groups, knowing that different creatures live in different habitats and that if these change the types of creatures found will also change. They know a wide range of materials and understand their properties, saying why these make a material more suited for certain purposes. Pupils explore forces and motion and identify how different conditions, such as how the angle of a slope affects the speed of movement and the distance travelled. They know about sources of light and sound and that they become fainter with distance. They construct a simple lighting circuit with a switch. Pupils follow teachers' suggestions on how to test their ideas, and make simple predictions of the results. They recognise some ways of making tests fair, and record their observations in simple tables and charts.

89. All pupils continue their good progress in Years 3, 4, 5 and 6 and again achieve high standards by the age of 11. They become independent in planning their own investigations in a scientific manner. By the age of 11, pupils have a good average knowledge of life processes and living things, forces and materials. They know how to make a test fair and understand that they can only alter one of the conditions at a time. They observe and measure accurately, using their good mathematical skills very well; for example, they measure the parts of flowers, such as sepals and petals, accurately in millimetres. They record results in appropriate graphs and tables and identify patterns, suggesting explanations for these. They investigate, explore and experiment enthusiastically and effectively; for example, when separating solids, and investigating living things and forces.

90. Pupils enjoy their opportunities to work alone or in small groups and are confident. They are perceptive in asking and answering questions to extend their knowledge. For example, when discussing the seeds grown under different conditions, one boy asked if the radical was in a fixed position within the seed, or whether it could change its growth point if the seed was planted upside down. Some older girls are less confident in communicating aloud in the class and let boys dominate discussions; however, they do listen carefully to discussions and learn from them.

91. Three lessons were observed during the inspection. In two of these the teaching was satisfactory and in one it was good. However, evidence from pupils' work indicates that the teaching is generally good throughout the school, which is an improvement on that at the time of the previous inspection. Teachers have high expectations and an enthusiasm for the subject. They apply their good knowledge very well in planning for relevant and interesting activities which extend the pupils' thinking. Basic scientific skills are taught well so that pupils learn to observe, measure, and organise their work accurately to enable them to reach reliable conclusions. Care is taken to use appropriate scientific vocabulary, and this extends pupils' ability to discuss their ideas scientifically. Teachers question well and this not only extends pupils' thinking, but also

enables teachers to check how much pupils have understood. There are good relationships in all classes, and teachers manage their classes well. This promotes pupils' self-esteem and confidence and encourages them to think independently. Groupwork is well organised and resources well prepared, so that no time is wasted.

92. The policy and scheme of work are about to be reviewed in the light of national changes. The curriculum co-ordinator promotes the interests of the subject well but her monitoring of standards and lessons is under-developed, because she has many other subjects to manage.

ART AND DESIGN AND TECHNOLOGY

93. At the time of the previous inspection, standards in design and technology were found to be average and in art they were found to be below average. Some improvements have been made in art; for example, pupils have now more opportunities for three-dimensional work through modelling in clay and outside visits to galleries enable pupils to appreciate examples of the work of local artists, such as the Joseph Wright collection in Derby Museum.

94. Very few art lessons could be seen during the inspection but examination of samples of work shows that pupils achieve satisfactory standards by age 11. Art now receives more attention than before. Its co-ordination and management are better and its resources have improved and comprise a wider range of materials and media. Pupils record their observations confidently, for example, in their sketches of wildflowers made on a visit to local woodlands though they do not keep individual sketchbooks. Younger pupils create delicate patterns with pastels, and Class 2 pupils' bold and accurate pictures of vegetables show a sound knowledge and understanding of colour, shape and texture. In addition, the drawings in the class sketchbook show a developing control of line. Pupils in Class 3 have successfully captured the vibrancy and warmth of summer in their paintings of sunflowers after the style of Van Gogh. In a Class 3 lesson, pupils worked productively on sketches and choices of materials for a collage.

95. The work in design and technology is not co-ordinated throughout the school. Little evidence is available to judge standards at age seven, though standards appear to be similar to those seen in most other schools the pupils have the potential to achieve more. Pupils make satisfactory progress in Years 3, 4, and 5 and achieve average standards at age 11. Sometimes the technology work is not sufficiently distinct from art and does not concentrate to the extent that it should on problem-solving; for example, Class 3 pupils' work in the current term is planned in connection with celebrations through flowers, the local art form of well dressing, and hoops for dancing. However, it is understood that, in the previous term, Class 3 pupils were more involved with problem-solving when designing load-bearing structures such as bridges and cranes. Older pupils were recently involved successfully in a design competition to make a working model of a bell tower.

96. Too few lessons could be seen during the inspection to make a balanced judgement of the teaching of either subject though the lessons seen were at least satisfactory. The management of the subjects is satisfactory. Teachers have benefited from a new scheme of work for art since the previous inspection and also from the experience gained by the art co-ordinator in an intensive in-service training course. Both of these factors have led to greater confidence in the teaching of art; however, the time given for neither subject is sufficient to provide a balanced timetable and pupils therefore do not have the opportunity to reach their full potential.

GEOGRAPHY AND HISTORY

97. Evidence gathered from a lesson in each subject, pupils' work and teachers' plans, together with discussion with pupils, indicate that standards have been maintained since the last inspection. At ages seven and 11, pupils' work reveals knowledge and understanding similar to that of most other children of their age. Written work is above average.

98. Pupils make satisfactory progress in both subjects throughout the school and good progress in their studies of the local area. Teachers have a particular interest in the area and their enthusiasm contributes to the gains that pupils make in knowledge and understanding. By age seven, pupils know that the weather is different in different seasons and in different parts of the world. They learn about the geography of their village and about history in the surrounding area. They study famous people of Derbyshire, such as Florence Nightingale and Bess of Hardwick.

99. By the age of 11, pupils have a good understanding of the historical development of their immediate area and of its geographical features. They understand the importance of investigation and know how to use first-hand evidence, and question eyewitnesses to gain their information. There are many visits into the locality to investigate how the area has developed and local residents also contribute well to learning. For example, pupils in Years 4, 5 and 6 visited a local gravel quarry to discover how the land had been changed and how it will be developed into a nature reserve, after quarrying is finished. Pupils recognised that whilst this will improve the facilities for local residents it will be a permanent change to the land. A resident of the village visited school to talk about the life of evacuees who came to the village during World War 2. Those who have computers at home made good use of information technology to research and present their work.

100. Mapping skills are satisfactory and, here again, a close link is made between the two subjects when pupils study maps of over a hundred years ago and compare them with those of the twentieth century. There are satisfactory studies of past civilisations and these are marked on timelines to give pupils a good sense of the order of different eras in history.

101. Pupils enjoy learning about their locality and develop a pride in it. They learn much about local culture and tradition, such as Derbyshire 'well dressing', during their studies and this contributes well to their spiritual and cultural development.

102. Lessons seen and the quality of pupils' work indicate that teaching is at least satisfactory. Teachers' plans indicate sound knowledge and understanding of both subjects and appropriate coverage of both the skills and knowledge to be taught.

103. The co-ordinators are keen and interested in their subjects but their role in monitoring the quality of provision and standards is underdeveloped because they have many subjects to manage. The policy and scheme of work are about to be reviewed in the light of national changes. Good links with other subjects such as science extend pupils' knowledge well but information technology is under-used for research or recording of work. Literacy skills are used well in both subjects both in research and recording of work.

INFORMATION TECHNOLOGY

104. The school has made insufficient improvement since the previous inspection when standards were found to be unsatisfactory. The school intends that pupils' capability to use information technology should be developed through their work in other subjects but this strategy is not yet proving successful.

105. A balanced judgement cannot be made of the quality of teaching in this subject. No information technology lessons were planned during the week of the inspection though adult volunteers were seen teaching pupils at computers, individually and in small groups. The school keeps records of pupils' progress in word-processing which indicate that they can use the keyboard and mouse to write, organise and edit text and reach average standards by the age of seven, and that pupils extend their skills so that their ability to work with text is at least average by the age of 11. Discussion with a selected sample of Year 6 pupils showed that they have a good ability to use computers to present their written work. A good example of this can be seen in Year 6 project work which is of high quality and well presented and illustrated through information

technology. The pupils said that they had used their own computers to do the work and rarely had the opportunity to work with a computer in school though they had done some work with databases, and to control of a toy robot, and with drawing and painting software, when they were in Class 2. However, pupils rarely use their skills in English lessons to rework first drafts or to combine text and images. The potential of the computer to produce graphs to illustrate numerical data collected in mathematics, science or geography is neglected. Overall, the pupils are not achieving the high standards of which they are capable.

106. The teachers do not give sufficient weight to this subject to develop pupils' basic skills, especially in Years 4, 5 and 6. The management of information technology is not yet satisfactory. The school's planning for development identifies further training for teachers as a priority because the teachers lack confidence in their ability to teach the subject. Until this improves, the co-ordination of the work will be ineffective.

MUSIC

107. At the time of the previous inspection, standards in music were found to be below average. Music remains a concern and the school recognises that little progress has been made in improving the teaching of the subject. Although the school has produced the basis of a scheme of work, the planning for the introduction and implementation of the literacy and numeracy hours has led to a decision to delay its introduction until September 2000. Consequently, pupils have had little experience of music over the past two years.

108. During the inspection, it was only possible to see one music lesson. In the lesson seen the teaching was good and pupils successfully created simple musical patterns and performed them reasonably confidently with unpitched percussion instruments. Pupils enjoyed the lesson and worked well together, sharing instruments and following the instructions of the conductor. Music is not managed satisfactorily: teachers need further training in the teaching of music, lack confidence in their ability to teach it, and give insufficient time for it in their planning. By the age of 11, pupils' knowledge and understanding of performing, composing, listening and appraising are unsatisfactory. No new musical resources have been bought for some years and there are shortages of instruments. Singing takes place regularly in morning assembly and pupils can sing tunefully for short spells but the singing generally lacks enthusiasm and is weak because pupils do not stand up to do it. A small number of pupils have tuition from a visiting instrumental teacher and are making good progress.

PHYSICAL EDUCATION

109. It was only possible to observe one lesson in the subject during the inspection and it is not possible to make an overall judgement on standards of work or levels of achievement of the pupils, other than in swimming. The swimming records indicate that pupils achieve very well. The standards reached at the end of Year 4, when swimming lessons finish, far exceed those expected at the age of 11, with many pupils swimming for over a mile.

110. It is not possible to make an overall judgement on teaching from the sole lesson which could be observed. The time allowed for this subject is inadequate, with only one lesson each week, other than in Class 2, where an extra lesson is devoted to teaching swimming. As at the time of the previous inspection, the very poor facilities offered by the hall of the old school building are totally unsuitable for teaching a full class. The subject co-ordinator plans a good programme of work to develop skills progressively but the lack of teaching time available limits the pupils' progress. In late spring and summer, the class teachers teach the lessons outdoors and in inclement weather the lesson is cancelled. This is unsatisfactory and the school urgently needs improved accommodation.

111. Pupils have a limited range of out-of-school sports clubs, some of which are only open to

Years 5 and 6. They are run by parents, or professional coaches who charge for participation. A residential visit to an outdoor pursuits centre is organised for Years 5 and 6 in alternate years and pupils take part in a range of adventurous activities, such as rock climbing and abseiling. Given that this is a small school, the provision is satisfactory.

RELIGIOUS EDUCATION

112. The pupils' attainment at the ages of seven and 11 matches the expected standards as set out in the Derbyshire Agreed Syllabus.

113. By the age of seven, pupils are aware of the importance of belonging and can describe what happens on special family occasions. They can talk about the parables which Jesus told, and can discuss the importance of religious festivals, such as harvest and Christmas. By the age of 11, they pupils have a firm understanding of the main beliefs and practices of Christianity and also have a basic knowledge of other major world religions such as Hinduism and Islam. They realise that people's lives are often shaped by their beliefs and can explain why famous historical figures such as Florence Nightingale, Helen Keller and Gandhi are held in esteem. The pupils' attitudes and behaviour are generally good.

114. Pupils of all ages appreciate the importance of prayer and praise in collective worship and their original prayers show a well-developed understanding of the spiritual dimension to life. The pupils record what they have learnt in a variety of ways which include descriptions and diagrams, cartoon style narratives of stories from the Old and New Testaments as well as personal responses. Much of the work in exercise books is written in a lively way, with bold illustrations.

115. Teaching is satisfactory overall. The teachers gain the attention of their pupils because they are confident in their subject knowledge and use their resources to good effect. They use questions well to draw out comparisons and differences in stories and attitudes. However, when discussing the achievements of Christians who devote their lives to the care of others, teachers sometimes do not make adequate reference to the Gospel teachings which provide the inspiration for action. Pupils of all ages usually listen intently and show their interest and understanding in the quality of their responses. Pupils in Class 2 who were learning about the nursing work of Florence Nightingale and Mary Seacole during the Crimean War asked thoughtful questions about the conditions in the hospitals and the problems the nurses had to overcome.

116. Morning assemblies make an effective contribution to the pupils' understanding of their religious faith. For example, pupils listen to the story of Pentecost and discuss the ways in which the disciples were strengthened by the coming of the Holy Spirit. The pupils benefit from presentations by visiting speakers from different Christian denominations. The strong links with the local parish church, the regular involvement in services and celebrations throughout the Christian year and visits made to the Minster at York enable the pupils to gain valuable insights into the richness of their Christian heritage.

117. The management of the subject is satisfactory. The school has made satisfactory progress in responding to the concerns raised in the last report. A clear scheme of work based on the Derbyshire Agreed Syllabus and the Diocesan syllabus is now in place. It provides for continuous development of pupils' knowledge and understanding, and there is a balanced coverage of the two attainment targets. However, resources of books and artefacts for learning about religions other than Christianity are still too limited.