

INSPECTION REPORT

HORSLEY WOODHOUSE PRIMARY SCHOOL

Horsley Woodhouse, Ilkeston

LEA area: Derbyshire

Unique reference number: 112567

Headteacher: Mrs H Shipley

Reporting inspector: Mr P Kemble
7269

Dates of inspection: 14th – 18th February 2000

Inspection number: 190613

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Main Street Horsley Woodhouse Ilkeston Derbyshire
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Telephone number:	01332 880403
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Appropriate authority:	Governing body
Name of chair of governors:	Mr R Needham
Date of previous inspection:	2 December 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject Responsibilities	Aspect Responsibilities
Mr P Kemble	Registered inspector	Mathematics Science Information technology Music Physical education Equal opportunities Special educational needs	Information about the school How high are standards? – school's results and pupils' achievements How well are pupils taught? – quality of teaching and learning How well is the school led? – leadership and management, accommodation and learning resources What should the school do to improve further?
Mr J Massey	Lay inspector		How high are standards? – pupils' attitudes, values and personal development/attendance How good are the curricular and other opportunities offered to pupils? – pupils' spiritual, moral, social and cultural development How well does the school care for its pupils? – pupils' welfare, health and safety How well does the school work in partnership with parents? – links with parents/carers
Ms S Halley	Team inspector	English Art Design and technology Geography History Religious education Areas of learning for children in the foundation stage	How good are the curricular and other opportunities offered to pupils? – quality and range How well does the school care for its pupils? – assessment How well is the school led? – efficiency and staffing

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a small primary school for boys and girls aged four to eleven years old. It serves the small village community of Horsley Woodhouse in south-east Derbyshire and the local rural area. There are 82 pupils on roll: 43 boys and 39 girls. Five children are under five years old. Taken together, pupils' attainment on entry is broadly similar to that found in primary schools nationally. Fifteen (18.3 per cent) pupils are entitled to free school meals, a figure which is similar to the national average. Eight (9.8 per cent) pupils have special educational needs, a figure which is below the national average. There is one pupil from an ethnic minority background. Pupils are organised into three mixed-age classes. The average class size is 27.

HOW GOOD THE SCHOOL IS

Horsley Woodhouse Primary School is a good school. The quality of teaching is mainly good at both key stages and pupils achieve the realistic targets set by the school each year in English, mathematics and science. The school cares very well for its pupils and has a very good partnership with parents and the local community. The school is very well led and the staff work well as a team to create a happy, working atmosphere. The school has an income below the national average and provides good value for money.

What the school does well

- Basic skills are taught well in English, and as a result, standards in language and literacy are good, particularly by the time children are five and at the end of Key Stage 1.
- Teachers provide pupils with many effective opportunities to use literacy across all areas of the curriculum and this is very effective in consolidating and extending their skills.
- The quality of teaching is mainly good at Key Stage 1 and Key Stage 2 and teachers are very successful at matching work closely to pupils' needs so that they make good progress in lessons.
- The school cares for its pupils very well and records their academic and social progress through the school very effectively.
- Pupils have very good attitudes to the school and their behaviour is very good.
- Provision for pupils' social and moral development is very good.
- The leadership of the headteacher is very good and she successfully promotes effective teamwork amongst all staff.
- Governors give good support to the work of the school and manage the school budget very well.

What could be improved

- Children under five do not get enough opportunities to make choices, particularly in their creative development; there is no secure outside play area or large items of play equipment for the children under five; their physical development is unsatisfactory.
- Subject schemes of work for religious education, art, design and technology, geography and history do not make it clear to teachers when and how the subjects should be taught and so the progressive development of skills is inconsistent.
- Pupils of different prior attainment sometimes tackle similar work in science and history.
- The mixture of systems and ages of equipment in use in information technology is reducing the rate of progress that pupils can make.
- Governors' procedures for monitoring whether or not their decisions have been successful are largely informal and this makes it difficult for them to make accurate judgements about value for money.

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 December 1996. Overall, the school has made satisfactory improvements since then, although standards of attainment in religious education are lower than those reported in 1996. The school is on course to meet the standards set at the end of Key Stage 2 for achievement in the forthcoming national tests. The school has successfully addressed the issues raised at the time of the last inspection. Provision for information technology now includes a full programme of study and standards of attainment have risen from below average to average. Large apparatus is used frequently in physical education lessons. The school has developed more activities for investigations and collaborative work, although some activities are occasionally directed too closely by adults, particularly for the children under five. Opportunities in the curriculum for promoting multicultural education have improved and are now satisfactory. There is now a concise statement of aims set out in the school brochure. The school's priorities over the last three years have been the effective implementation of the National Literacy and Numeracy Strategies, in which they have been successful.

STANDARDS

The table shows the standards achieved by eleven-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	C	D	C	D	well above average A above average B average C below average D well below average E
Mathematics	C	D	C	D	
Science	B	D	E	E	

The table shows that, in 1999, at the end of Key Stage 2, although pupils' achievements in English and mathematics were broadly average when compared with all schools nationally, they were below the average of similar schools. In science, standards of attainment were well below the average of all schools nationally and similar schools. In mathematics and science, there were fewer pupils achieving the higher Level 5 than might be expected nationally. However, in English, mathematics and science, pupils achieved the realistic targets set by the school in conjunction with the local education authority, which shows that standards were what could reasonably be expected. Standards of attainment, as shown by the results of national tests, are closely related to the level of attainment of each year group, or cohort, of pupils when they start school. Results at the end of Key Stage 2 dropped below the national average in 1998 because the cohort contained more than the usual number of pupils with learning difficulties.

Standards in information technology and religious education are in line with those expected of pupils of their age at the end of both key stages. They are no better in religious education because pupils do not study topics in sufficient depth.

Standards in art, design and technology, geography, history and music are in line with those expected of pupils of their age. Standards in physical education are above those expected of pupils of their age. By the end of Key Stage 2, pupils attain above average standards in swimming, dance and competitive sports and games.

By the time they are five, pupils make good progress in language and literacy and knowledge and understanding of the world and exceed the standards expected of pupils of this age. They make satisfactory progress in personal development and mathematics and standards are in line with those expected. Progress is unsatisfactory in physical and creative development and standards are below the expectation.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils, including children under five, enjoy school and their attitudes are very good.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are proud of their school and treat it, and its facilities, with respect.
Personal development and relationships	Personal development is good. Relationships between each other and with all adults in the school are very good. Levels of co-operation in classroom activities are very good, but sometimes pupils are not given the opportunity to make choices for themselves.
Attendance	Attendance is good. Pupils arrive on time and lessons begin promptly each morning.

Pupils, including children under five, respond very well to their teachers' high expectations of behaviour and attitude towards each other. They show good levels of concentration in lessons and persevere well when they find difficulties or problems. Pupils take part in discussions with enthusiasm and are keen to answer questions. In some lessons, teachers miss opportunities to let pupils make choices for themselves, for example in creative activities for the children under five and in mathematics and science lessons involving investigations and experiments in all classes, which limits their development as independent learners.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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 quality of teaching is good overall in English and mathematics at both key stages. Teachers have good subject knowledge and understanding. They give very clear instructions and use questioning very effectively to check and extend pupils' knowledge, understanding and skills. The quality of learning in whole-class sessions at the beginning and end of lessons is particularly good. Teachers are skilful at matching work to pupils' needs. Teachers provide pupils with many effective opportunities to use literacy across all subjects of the curriculum. Where there are shortcomings in otherwise satisfactory lessons, activities are directed too closely by the teacher, for example in structured play for pupils in Reception and Year 1. Similar work is sometimes given to all pupils in the class in science and history lessons at both key stages, so that not all pupils are challenged by the work.

Taking into account all the lessons seen during the inspection, fifteen per cent were satisfactory and sixty-seven per cent were good. Eighteen per cent were very good or better and included ~~one~~ lesson which was judged to be excellent. There were no instances of unsatisfactory teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has satisfactory breadth and relevance and fulfils the aims of the school. The balance of the curriculum is strongly weighted towards literacy and numeracy as a result of national initiatives, with less emphasis than at the time of the previous inspection on the creative arts. Extra-curricular activities are successful in extending pupils' experiences in sport.
Provision for pupils with special educational needs	Provision is good. Pupils make good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	Not applicable to this school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is promoted well. Provision for social and moral development is very good. Provision for pupils' cultural development is good the promotion of multicultural education is satisfactory. Provision for pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are very good. Procedures for assessing pupils' academic and social attainment and progress are very good.

The effectiveness of the school's links with parents and the information provided by the school for parents are very good. Parents make a significant contribution to school life through their work in the school and by supporting their children's learning well at home and at school.

The curriculum covers all the requirements of the National Curriculum, health and sex education and information about drug misuse. The curriculum for the children under five is unsatisfactory because it does not cover all the requirements of the nationally recommended Early Learning Goals.

The school takes very good care of its pupils and, as a result, parents and pupils feel secure in its environment. Teachers are skilful at using information they gather about pupils' attainment and progress to match work to their needs and promote their personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management provided by the headteacher and staff are very good. The headteacher provides strong, positive leadership and a clear direction to the school's work. The staff work very well as a team.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities satisfactorily and take a keen interest in the life of the school.
The school's evaluation of its performance	The headteacher and staff monitor and evaluate priorities in the school development plan very well. Governors' procedures are more general and largely informal and so accurate judgements about the performance of the school are more difficult for them to make.
The strategic use of resources	Resources are used efficiently and effectively to support the curriculum.

The headteacher and staff fulfil their roles and responsibilities very effectively and have a good

knowledge and understanding of standards at both key stages. They use school and national data well to set realistic targets for pupils to achieve.

The adequacy of staffing, accommodation and resources is satisfactory. The quality of teamwork shown by the staff is very good and makes a significant contribution to the standards pupils achieve. The accommodation is well maintained and enhanced by displays of pupils' work. In two out of the three classrooms, pupils and their desks are very close together, restricting movement, particularly in investigative work. The playgrounds are very attractive and welcoming. Resources are adequate for most subjects, but the mixture of systems and ages of equipment in use for information technology is reducing the rate of progress that pupils can make.

The income the school receives is lower than most other primary schools nationally. As a consequence of this, the governors and the headteacher take great care in looking for good value for money when purchasing resources or appointing staff. They are continually looking for alternative sources of income, for example for funding information technology. Financial control of the budget is very good.

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 and make good progress. • The quality of teaching is good. • The headteacher and staff give close attention to parents' questions or concerns. • The school expects their children to work hard and achieve their best. • Their children are encouraged to be mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • There is not enough homework for children to do at home. • The range of activities for children outside lessons is insufficient.

Inspectors support parents' positive comments. The amount of work pupils are asked to complete at home is similar to that of most other primary schools and is judged to be adequate. The range of in-school and after-school clubs available for children is judged to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children under five make good progress in language and literacy and knowledge and understanding of the world and exceed the standards expected by the age of five. Children achieve the levels expected of their age in mathematics and progress is satisfactory. Progress in physical and creative development is unsatisfactory and children do not meet the standards expected of their age by the time they are five. Their personal development is satisfactory.
2. In the 1999 end of Key Stage 1 national tests, the results showed that standards in reading were well above, and standards in writing were above, the national average for all schools. Standards in reading and writing were well above the average for similar schools. The percentage of pupils attaining the nationally expected Level 2 or above in reading and writing was broadly in line with the national average and that of similar schools. The percentage of pupils attaining the higher Level 3 or above in reading was well above the national average and that of similar schools and was above average in writing. The 1999 end of Key Stage 2 test results showed that standards in English were below the average of similar schools, but broadly in line with the national average for all schools. The percentage of pupils attaining the expected Level 4 or above was close to the national average and the percentage attaining the higher Level 5 or above was below the national average.
3. In mathematics, the results of the 1999 end of Key Stage 1 national tests showed that the standard of attainment was broadly in line with the national average and the average for similar schools. The percentage of pupils attaining the expected Level 2 or above was very high in comparison with the national average and with similar schools. The percentage of pupils attaining the higher Level 3 or above was below the national average and that of similar schools. The 1999 end of Key Stage 2 test results showed that standards were broadly in line with the national average, but below the average for similar schools. The percentage of pupils attaining the expected Level 4 or above was broadly in line with the national average. The percentage of pupils attaining the higher Level 5 was below the national average.
4. Results of the 1999 end of Key Stage 1 assessments in science showed that standards were above the national average and the average for similar schools. The percentage of pupils attaining the expected Level 2 or above was very high in comparison with the national average and with similar schools. The percentage of pupils attaining the higher Level 3 or above was above the national average and that of similar schools. The end of Key Stage 2 test results in 1999 showed standards to be well below the national average and those of similar schools. The percentage of pupils attaining the expected Level 4 or above was broadly in line with the national average, and the percentage attaining the higher Level 5 or above was well below average.
5. When considering trends over time between 1996 and 1999, standards in English, mathematics and science, as shown by the results of national tests at the end of Key Stage 2, have risen at a rate below that of the national trend. However, standards of attainment are closely related to the level of attainment of each year group, or cohort, of pupils when they entered school. Results in English, mathematics and science fell below the national average in 1998 because the cohort contained more than the usual number of pupils with special educational needs and fewer higher attaining pupils. The

1999 results are an improvement on the previous year, particularly in English and mathematics, due mainly to the level of attainment on entry of this cohort being higher than that of the 1998 cohort. Consequently, comparisons and trends are difficult to establish.

6. The school has set realistic targets for pupils' attainments in English, mathematics and science at the end of Key Stage 2 in consultation with the local education authority. The 1998 and 1999 test results were close to the targets set and this indicates that pupils achieved what could reasonably be expected. A target of seventy-two per cent has been set for the percentage of pupils in the current Year 6 attaining the expected Level 4 in English and mathematics, which is slightly higher than the percentage set for the previous year. Inspection evidence suggests that teachers' assessments are appropriate and that these pupils are likely to meet the targets in the forthcoming national tests.
7. There were no significant differences in the performance of boys and girls in the national test results at the end of Key Stage 2. Girls performed slightly better than boys in English and science, and boys performed slightly better than girls in mathematics.
8. In English, above average standards of attainment in literacy have been maintained at the end of Key Stage 1 since the previous inspection as a result of good teaching and well-motivated pupils. Standards of attainment have fluctuated at the end of Key Stage 2, despite consistently good teaching, due to the variation in levels of attainment on entry of the different cohorts. At Key Stage 1, pupils make good progress in Reception and Year 1 in reading because they are taught a good range of strategies for reading difficult words. By the end of the key stage, most pupils read fluently and accurately. Pupils develop satisfactory writing skills and make particularly good progress in their use of descriptive words and phrases. Listening skills progress well, but pupils are not always given enough encouragement to expand their answers when speaking to their teachers or other adults. By the end of Key Stage 2, pupils' good progress in reading in most year groups is maintained by their interest and enthusiasm but, by the end of the key stage, a majority of pupils show limited enthusiasm for reading, despite good teaching and a choice of texts. Key Stage 2 pupils progress well with their writing skills and, by the end of the key stage, spell correctly, use grammar and punctuation effectively and confidently identify parts of speech. Drafting and editing skills are unsatisfactory and the use of information technology to support their writing is limited.
9. In mathematics, pupils make good progress in numeracy at Key Stage 1 as a result of the well-structured teaching of basic skills, and regular opportunities to talk about and record their methods. Mental calculations are reasonably accurate. By the end of the key stage, pupils have gained knowledge and understanding of a wide range of mathematical skills and standards of attainment are above average. By the end of Key Stage 2, pupils show satisfactory knowledge and understanding across all areas of learning. They make particularly good gains in developing strategies for solving problems because of the emphasis teachers place on encouraging pupils to explain different ways of arriving at a solution. Pupils' past work shows that they make steady progress over time because of the close match of activities to their needs, as their teachers make good use of the structure provided by commercial mathematics schemes.

10. Pupils at both key stages make satisfactory progress in all areas of science because of the breadth of the curriculum planned for them by their teachers. Activities are often interesting and motivating and this helps pupils to sustain concentration and effort well. By the end of Key Stage 1, pupils are aware of what is required for humans to stay healthy and have some understanding of friction and gravity. Progress is particularly good in their knowledge and understanding of how conditions for experiments must be carefully controlled. At Key Stage 2, pupils continue to develop a broad knowledge base in all aspects of science, successfully reinforced and consolidated by frequent investigations and experiments.
11. Teachers are particularly good at matching work closely to pupils' needs and this means that, in the vast majority of lessons, pupils of different prior attainment make good progress. Higher attaining pupils are motivated by challenging activities at both key stages. They are given more opportunities by teachers at Key Stage 2 to make choices and decisions for themselves, for example in mathematics and science lessons. As a result, they develop the skills of independent learning at a faster rate than they do at Key Stage 1, where some tasks are too directed by adults. Average attaining pupils receive suitably challenging work in most lessons. Lower attaining pupils, and pupils with special educational needs, respond well to the good support provided by their teachers and other adults. They make particularly good progress in developing confidence and improving their self-esteem and this contributes significantly to the progress that they make. There are occasions in some lessons, for example in science and history, when all pupils in mixed-age classes use similar material when studying a topic. This means that some pupils make slower progress than others depending on whether the material is most suitable for higher, average or lower attaining pupils.
12. In information technology, standards of attainment are in line with the national expectation at both key stages and pupils make satisfactory progress. By the end of Key Stage 2, most pupils compose and draft text directly into the computer and have a satisfactory understanding of how to program electronic toys and directional software to complete sequences of movements. In religious education, standards are in line with the requirements of the locally agreed syllabus.
13. In other subjects of the curriculum, standards of attainment in art are in line with national expectations at the end of both key stages and pupils make satisfactory progress overall. The progressive development of skills is, however, inconsistent between year groups and key stages and the study of art and artists from cultures other than European is narrow. In design and technology, standards of attainment are in line with the national expectation at the end of both key stages and pupils make satisfactory progress. By the end of Key Stage 2, pupils have developed good skills of critically evaluating their models and making improvements. Standards of attainment in geography and history are in line with national expectations and pupils' progress is satisfactory. By the end of Key Stage 2, in geography, pupils produce clear observational drawings and have good knowledge and understanding of the effects of water on shaping the landscape. Their understanding of how man affects the environment is less well developed. In history, by the end of Key Stage 2, pupils have developed a secure sense of chronology and use artefacts well to interpret life in the past. Skills of personal research and enquiry are unsatisfactory. In music, standards of attainment are in line with the national expectation at the end of both key stages and pupils make satisfactory progress. By the end of Key Stage 2, pupils have a satisfactory understanding of diction, tempo and pitch. They show good progress in their awareness of performing as part of a group. In physical education, standards of attainment are above the national expectation at the end of both key stages and pupils'

progress is good. By the end of Key Stage 2, pupils attain above average standards in swimming, dance and competitive sports and games as a result of effective teaching of skills.

Pupils' attitudes, values and personal development

14. At the time of the previous inspection, pupils were praised for their very good behaviour, very positive attitudes to learning, friendly relationships and good attendance. Pupils have successfully maintained these good standards. Pupils' ability to work well in groups has improved since the previous inspection. Parents are pleased with the way their children are developing and the pupils' positive attitudes to work. These attributes, as well as pupils' very good behaviour, are appreciated by their new teachers when they move on to their secondary schools.
15. Children under five have very good attitudes to learning. Their concentration is very good, particularly during long, intensive sessions of work such as the literacy hour. Their personal development is good. They are keen to answer questions and talk about their work. They work well with each other in pairs or in small groups, for example when working on the computer, and listen with interest to their teacher and other children during discussions. Their behaviour is very good.
16. At Key Stage 1 and Key Stage 2, pupils enjoy coming to school and have very good attitudes to their work. In all classes, pupils are keen to take part in, and contribute to, lesson activities. They maintain their interest, concentrate very well and persevere with their tasks through to the end of the school day. They work particularly well in groups, sharing ideas and resources sensibly. For example, pupils in the class containing Years 2, 3 and 4 pupils worked in mixed-age groups during a science lesson. A Year 4 pupil was in charge of each group, but tasks were allocated equitably and responsibilities carried out well. Pupils with special educational needs are generally confident, interested and keen to succeed with their work.
17. Pupils' behaviour in classrooms and around the school is very good and makes a significant contribution to the very good school ethos. They are polite, courteous and kind to one another and to all adults they meet in school. Incidents of aggressive or unkind behaviour are rare, and pupils work and play happily together. This successful aspect of school life is highly valued by their parents. Pupils are proud of their school and treat it, and its facilities, with respect. When on educational trips or visits out of school, pupils' behaviour is very good, and this is a source of pride to both parents and staff.
18. Pupils have very good relationships with each other, with their teachers and all other adults who contribute to their life at school. These contribute significantly to the warm and happy atmosphere in the school and to the steady progress and good standards they achieve. When children with disabilities or learning difficulties visit the school, pupils work very well with them to help them achieve their goals.
19. Pupils' personal development is good. They are successfully encouraged to be responsible for their own actions. Pupils' ability to make choices and contribute to their own learning steadily improves as they move up through the school. However, there are occasions at both key stages where activities are controlled too much by an adult and it would be more appropriate for pupils to be making choices. This is often due to the inexperience of voluntary helpers in classrooms and partly to teachers missing opportunities to promote independent learning, particularly in mathematics and science lessons. Pupils take part in question and answer sessions confidently and

enthusiastically and are keen to put forward their own ideas. Year 6 pupils successfully run a savings bank for their fellow pupils.

20. Attendance is good and pupils arrive on time, helping to ensure a prompt start to the school day. Parents co-operate very well in following attendance procedures and unauthorised absence is negligible. Procedures fully meet the statutory requirements.

HOW WELL ARE PUPILS TAUGHT?

21. Taking into account all the lessons seen during the inspection, fifteen per cent were satisfactory and sixty-seven per cent were good. Eighteen per cent were very good or better and included one lesson which was judged to be excellent. There were no instances of unsatisfactory teaching. The good quality of teaching reported at the time of the previous inspection has been successfully maintained, with a slight improvement in the percentage of very good or better teaching and the elimination of the small minority of unsatisfactory teaching.
22. The quality of teaching for the children under five is mainly good. It is consistently good in personal and social development, language and literacy and knowledge and understanding of the world. There is a strong emphasis on the teaching of literacy and numeracy skills. Praise and encouragement are used very effectively to maintain children's motivation and interest. The relationship between the teacher, the education care officer and the children is very good and creates a relaxed, positive atmosphere in which children work and play with confidence. Where teaching has shortcomings, but is otherwise satisfactory, children's learning is too closely directed by the teacher and other adults in the classroom, particularly in creative activities. Good use is made of assessment information gathered soon after children enter school to plan programmes of work that are well matched to children's needs.
23. At Key Stage 1, the quality of teaching is mainly good or better. Of the lessons seen, just under ninety per cent were good or better, including one out of every eight lessons which was very good. The remainder of lessons was satisfactory. In the best lessons, teachers plan their lessons very carefully using their information on pupils' previous performance very effectively to suit tasks to pupils' individual needs, for example in literacy. This is one of the main reasons why so much of the teaching is good or better at this key stage. Teachers have secure subject knowledge and successfully encourage pupils from the start of their school life to use the correct vocabulary. This is a characteristic of good teaching in mathematics and science lessons. Classroom management and organisation are effective and make best use of the time available for whole-class and group teaching sessions, for example in literacy and numeracy lessons, as well as giving pupils as much access as possible to the resources available. Teachers use questions skilfully at the start of lessons to help pupils apply their existing knowledge and understanding to the new task. This helps pupils understand what they are doing and why and they make good progress as a result. This good practice is evident in English, mathematics and science lessons. Where teaching has shortcomings, but is otherwise satisfactory, opportunities are missed to give pupils the chance to make choices and decisions for themselves and this reduces the progress that they make in becoming independent learners. This happens, for example, during the structured play activities for Reception and Year 1 pupils.
24. At Key Stage 2, eighty per cent of the lessons seen were good or better, including one out of every four lessons which was very good. One lesson was judged to be excellent. The remainder of lessons was satisfactory. In the best lessons, teachers' questioning successfully challenges pupils' thinking and makes them focus more sharply on their

learning, for example on their choice of words when writing a story in literacy lessons. Teachers have high expectations of behaviour and this helps to create an atmosphere conducive to learning in which pupils concentrate and work hard. Skills are taught in realistic and manageable steps in literacy and numeracy, and this is successful in helping pupils make consistent progress from lesson to lesson and between year groups. Where teaching has shortcomings, but is otherwise satisfactory, activities are sometimes not sufficiently different to meet the needs of the varying levels of attainment in mixed-age classes. There are examples of this in science lessons. As a result, some pupils make slower progress than others depending on whether the activity is more suitable for higher attaining or lower attaining pupils.

25. In other subjects of the curriculum, the management and organisation of pupils in information technology lessons is good and, as a result, pupils are able to have regular access to computers, despite the disadvantages presented by the limited number and quality of the equipment. In religious education, very good teaching in Key Stage 1 successfully encourages and supports pupils in exploring their personal thoughts and feelings. However, much of the teaching at both key stages does not study topics in sufficient depth. In art, teachers are successful in encouraging pupils to produce some work of a high standard, for example in Year 6, but the progressive development of skills at both key stages is inconsistent. The quality of teaching is good in design and technology at both key stages. Pupils are given many opportunities to look critically at the choices they make and the constraints and limitations of resources. In geography, good teaching at both key stages is characterised by the choice of motivating activities that engage pupils' interest and successful use of demonstrations illustrating difficult concepts such as the formation of rivers. Teachers devise well thought out worksheets, which successfully extend pupils' knowledge and understanding. In history, teachers use pictures, books and artefacts effectively to promote pupils' interest and curiosity in the past. However, all pupils in the mixed-age classes tend to tackle similar activities with little or no variation for pupils of different prior attainments. Teachers' expertise in music is limited but, by careful planning and sensible use of school and commercial schemes of work, they promote the progressive development of skills between lessons and year groups and pupils make satisfactory progress. The quality of teaching is good at both key stages in physical education. Lessons are well planned and activities challenging. Teachers use praise and encouragement very effectively to give reluctant pupils confidence and to encourage all pupils to practise and improve their performance.
26. Pupils with special educational needs are taught well and make good progress. Work is closely matched to their individual education plans in lessons and they receive good support and instruction from the education care officer when taught in small groups out of the classroom. Pupils enjoy and respond well to the individual attention they receive and they tackle their learning confidently.
27. Teachers plan their lessons for each term and each week well. They know their pupils well. They make good use of the information they gather from formal and informal assessments of pupils' attainments to make adjustments to their planning and to match work well to pupils' needs in the vast majority of lessons. Teachers use the National Curriculum Programmes of Study as a basis for their planning, as well as school and commercial schemes of work. This is successful for the most part in providing the progressive development of pupils' skills. However, in some subjects, certain areas of learning are not covered and progress for pupils is inconsistent. This is the case in religious education, art, geography and history. Teachers promote literacy well across other subjects of the curriculum and this is helpful in consolidating and extending pupils' skills. Numeracy is promoted satisfactorily in other curriculum areas. Pupils'

work is marked carefully and effectively. Teachers make good use of homework to improve skills in literacy and numeracy. It is set on a regular basis and most parents are happy with the amount their children are asked to do.

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

28. The curriculum is broad and relevant to pupils' needs. It includes all subjects of the National Curriculum, as well as the required aspects of health and sex education and information about drug misuse. There is equality of opportunity and access for all pupils. The balance of the curriculum is strongly towards provision for literacy and numeracy in response to national initiatives. The school has made reductions in the time given to some other subjects to accommodate these initiatives and, as a result, there is less emphasis given to subjects that promote the creative arts such as art, music and physical education. Effective opportunities are provided at both key stages for pupils to reflect on their experiences in discussions during lessons, in assemblies, during group discussions called circle time and in personal and social education lessons. The curriculum for children under five is unsatisfactory overall. It is based on national guidelines, called Early Learning Goals, with a strong emphasis on literacy and numeracy, but the curriculum is narrow and does not meet the expected requirements for pupils' physical and creative development.
29. The curriculum provided for pupils with special educational needs is good. Their individual education plans contain a range of measurable and realistic targets. The special needs co-ordinator, in conjunction with the staff, regularly monitors and updates pupils' plans to check their progress. Pupils who are taught in small groups out of the classroom receive good individual support and make good progress as a result.
30. The National Literacy Strategy is well established. Teachers have made adjustments to their teaching methods as a result of effective monitoring and evaluation procedures since the strategy's implementation and the school has evidence to show that standards in literacy have improved at both key stages. The National Numeracy Strategy, implemented at the beginning of the school year, has not yet had time to influence standards significantly in mathematics. However, the results of monitoring by the staff indicate that pupils' skills of mental calculation are showing signs of improvement at both key stages.
31. There is some good extra-curricular provision, for example, in sporting activities and chess, which successfully increases Key Stage 2 pupils' opportunities to develop a wide range of skills. These lunch-time and after-school clubs are well supported by pupils. Pupils take part in sporting events with local small schools and have achieved success in football and netball tournaments. The curriculum is enriched by a programme of visits to local museums, a centre in Derby for religious education studies, and to places of interest connected with topics being studied. An annual residential visit for older pupils successfully supports learning in many areas of the curriculum.

32. Parents make an effective contribution to pupils' learning by supporting reading at home and helping their children with personal research for topics being studied at school. Parents also help in classrooms with activities such as mathematical games and listening to readers. Liaison with the local secondary school is very good and pupils move confidently to the next phase of their education.
33. Planning for all subjects is effectively based on the National Curriculum Programmes of Study. Lessons for literacy and numeracy are thoroughly planned using the national guidelines. Planning for subjects other than literacy and numeracy is linked to a three-year rolling programme of topics and teachers draw on school and commercial schemes of work for lesson content and activities. However, the schemes of work do not give clear guidance as to what should be taught to which age group and when. This is partly the reason why there are gaps in coverage, for example in geography, and why, in some subjects, skills are not always taught progressively, for example in art, design and technology and religious education.
34. Provision for pupils' personal development is good, and the quality has been successfully maintained since the previous inspection. In their social and moral development, pupils learn from the excellent example they are shown by the adults in the school. Older pupils take part in a residential visit each year, which is valuable in developing their behavioural skills and attitudes. In the effective programme of health and drugs awareness education, pupils are successfully taught where to get help and how to help others.
35. Provision for pupils' spiritual development is satisfactory. Pupils show their excitement, and elements of awe and wonder, when carrying out science experiments or in some assembly activities, for example when trying to perform simple sign language. Pupils show evident pleasure when performing together in music and dance lessons, and in assembly when the house team cup is presented. Planned opportunities for pupils to experience the wonders of the natural and manmade world, for example in the creative arts, are limited.
36. Provision for pupils' moral development is very good. Pupils clearly understand the difference between right and wrong and quickly learn how to behave responsibly and how to conduct themselves sensibly at school. Staff demonstrate that they value good behaviour and kindness, as well as good work, by recognising them equally when awarding merit points, which are then celebrated in assemblies. Parents are very appreciative of this aspect of the school's work. Moral teaching in the school is consistently good. The very good relationships that exist throughout the school constantly reinforce kindness and fairness, for example, when disputes between pupils are resolved or when a teacher has to deal with a pupil who misbehaves.
37. Provision for pupils' social development is very good. The school has a very warm and welcoming atmosphere, which is the result of the very good relationships between staff and pupils and between all the adults in the school. There are several parents and grandparents who regularly help in classrooms, where they are valued and respected by pupils and staff alike. Teachers provide a good range of opportunities for pupils to make a contribution to the school community. For example, in the Reception and Year 1 class, pupils are encouraged to take responsibility for a full day for classroom errands and wear a badge saying 'Today is my Job Day'. Year 6 pupils efficiently run a savings bank set up by the school in conjunction with a local bank. Pupils in all classes are successfully encouraged to play together happily and co-operatively, for example, when they built a snowman together in the playground after a snowfall. When they take part in discussions, pupils are successfully guided by teachers to value each

other's ideas and comments, which help them to develop good listening skills. The school encourages pupils to relate to and help pupils with learning difficulties from a local special educational needs unit.

38. Provision for pupils' cultural development is good. The school takes advantage of the many historical and industrial places of interest in the locality. Opportunities for pupils to appreciate the variety of beliefs and lifestyles, which exist in this country and the wider world, are satisfactory and have improved since the last inspection. Recently purchased books and artefacts help in broadening pupils' understanding in history and religious education, and some interesting visits have been made to local places of worship. There has also been an increase in visits to the school by members of ethnic groups not represented in the local community.
39. The school has successfully addressed the curriculum issues raised at the time of the last inspection. Provision for information technology now ensures a full programme of study and large apparatus is used more frequently in physical education lessons. The school has developed more activities for investigations and collaborative work. Opportunities in the curriculum for promoting multicultural education are now satisfactory. The school's priorities over the last three years have been the effective implementation of the literacy and numeracy hours, in which they have been successful. The school has prioritised, in the school development plan, a review of the curriculum for under-fives to provide for the full implementation and monitoring of the Early Learning Goals.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The governors, headteacher and staff have successfully maintained the high standards of care for pupils reported at the time of the previous inspection. This is a significant strength of the school and is much appreciated by parents. Procedures for child protection and ensuring pupils' welfare are very good. The headteacher takes the responsible role and includes and involves all staff. She successfully encourages the need for awareness and organises a training day at the start of each school year to maintain and update knowledge and skills. When instances occur, these are dealt with appropriately in conjunction with the local social services. Parents are made fully aware of the school's responsibilities in this area of children's welfare.
41. Health and safety procedures are very good. The school caretaker, who is also a governor, has previous experience of health and safety work in industry and he conducts an effective daily safety and security check. Formal safety audits are regularly carried out by a team of staff and governors and properly recorded. Fire and emergency evacuation procedures are practised successfully at least once a term. In physical education lessons, very close attention is paid to pupils' health and safety. An effective drugs awareness programme, supported by the local police, is making a valuable contribution to pupils' knowledge and contributes very well to their social and moral education.
42. Procedures for promoting good behaviour and eliminating oppressive behaviour are very good. These are implemented consistently by all teaching and non-teaching staff. As a result, behaviour is very good, kindness is the norm and bullying is rare. When unkind or aggressive behaviour occurs, it is dealt with quickly and effectively. Good behaviour is valued as much as good work and is equally celebrated in classes and assemblies. Parents comment favourably on this aspect of the school's work.
43. Procedures for ensuring pupils' regular and prompt attendance are very good and well

understood by parents, who co-operate very well. Consequently, pupils' attendance is good, they arrive on time and unauthorised absence is negligible.

44. The school has maintained the previous high standards of assessing and recording pupils' attainment identified in the last inspection report and procedures are very good. Staff know their pupils very well. When they first enter school, careful assessment procedures promote good evaluation of their immediate needs in Reception, which is very necessary as cohorts differ greatly from year to year. As pupils move up through the school, their academic progress, and the way they develop as individuals, is very well monitored and recorded. Teachers use these records effectively to set groups and individuals realistic targets to guide their development and report pupils' progress to parents. When pupils transfer to secondary schools, a detailed assessment of their academic and personal development goes with them, which provides helpful information for their new teachers.
45. Teachers highlight activities for assessment in their forward planning of the half-termly topics for each curriculum area. Lessons are evaluated after they have been taught, so that teachers know where there are significant individual strengths or weaknesses which need to be addressed through specific targeting. In addition to the statutory national tests and assessment at the end of both key stages, the school uses optional national assessments in Years 3, 4 and 5. Pupils are also regularly tested for reading and spelling. Each half-term, six learning objectives from the National Curriculum Programmes of Study are linked to the work for each year group, and these are effectively evaluated by the class teacher, who records individual achievements and progress, including personal development, in pupils' individual portfolios. There are well-organised and helpful school portfolios of examples of work from the core subjects of English, mathematics and science, and these are assessed according to the National Curriculum levels of attainment. However, although teachers' assessment skills are generally good, their assessments are not subject to an external comparison with other similar schools to ensure their accuracy. The use of assessment to monitor the achievement of different groups of pupils and to plan for future improvement is very good. Areas identified for improvement are detailed in the school development plan each year, with the action to be taken and the intended outcomes clearly identified.
46. Pupils with special educational needs are successfully identified by class teachers' observations and the results of tests. Individual education plans are produced for each pupil, with realistic targets set for them to achieve. The plans are reviewed at least once each half-term, and progress carefully checked against the targets. These procedures are very effective and help pupils make good progress at both key stages.
47. Pupils of different prior attainment are not sufficiently involved in the setting of individual targets. There is a very informal pupil self-evaluation each year when, through discussion with their class teachers, pupils evaluate their year's work and suggest where their own strengths and weaknesses lie. This arrangement makes a useful contribution to pupils' personal portfolios, but does not provide pupils with a record of specific targets for improvement to which they can refer on a regular basis during lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The headteacher and staff work very effectively with parents. The vast majority of parents work co-operatively with the school, especially through the home-school reading scheme, and this provides positive support for pupils and helps them make good progress.
49. The results of the questionnaire sent to parents by the inspectors show that parents value and have a high regard for the school. They are satisfied with the standards of education provided by the school. They like the fact that children's behaviour is very good and that the school helps their children to be mature and responsible. They are pleased with the good quality of teaching, that teachers have high expectations and that staff keep them well informed about their children's progress. They consider the school to be well led and managed. A minority of parents would like their children to receive more homework. Others feel that the school does not work closely enough with parents and that there are insufficient activities provided for their children outside school lessons.
50. The inspectors support parents' positive views. The amount of work pupils are asked to do at home is similar to most other primary schools. The range of extra-curricular activities provided for pupils is judged to be good and supports learning well, particularly in sport.
51. Overall, parents make a positive and helpful contribution to pupils' learning at school and at home. For example, parents and some grandparents come in regularly to help in the classrooms and some also help with school trips and visits. Staff and pupils value this help, which contributes to the good standard pupils achieve. A dedicated group of parents runs a thriving parents' association, which organises a good range of social events throughout the year, helping to bring parents, governors and staff together and also raising useful funds for the purchase of resources for the school.
52. Information provided for parents is very good. The prospectus, school calendar and frequent newsletters, together with the governors' annual report, keep parents well informed about school life. Annual reports which parents receive, describing their children's academic and personal progress, are very informative and form a good basis for discussion at the open day or at arranged interviews. Parents find the staff very approachable when they have concerns they wish to discuss. Parents of children with special needs are involved in all decisions concerning any special help they may need.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management provided by the headteacher and staff are very good. The headteacher provides the school with strong, positive leadership and gives a very clear direction to its improvement. She is very effectively assisted by the staff who, with the exception of the newly-qualified teacher, have significant levels of responsibility for areas of the curriculum and other aspects of school life. Improvements since the last inspection in the quality of teaching and learning and resources owe much to the headteacher's leadership and to the commitment and the high standards of teamwork shown by the teaching and support staff.
54. The headteacher maintains an effective balance between strategic, administrative, teaching and monitoring aspects of her role. She monitors teachers' termly and weekly planning well and has a good knowledge and understanding of the quality of their classroom practice through formal and informal classroom observations. She has

regular meetings each term with the chairman of governors to discuss the progress of initiatives in the school development plan. She works very closely with the teacher with whom she shares her class and is a good example to the rest of the staff in the quality of her teaching. The headteacher is very well supported by the school secretary in carrying out administrative duties. The secretary does not work full-time and, as a result, there are regular occasions each week when the headteacher is completing secretarial tasks and this not efficient use of her time. All members of staff work hard to fulfil their responsibilities. They have a good knowledge and understanding of standards in the subjects they co-ordinate and make a significant contribution to improvements when their subjects are prioritised in the school development plan. For example, standards in aspects of English, mathematics and information technology have improved over the last two years due to effective management, monitoring and evaluation of the implementation of National Curriculum initiatives. The school's provision for special educational needs is managed very well.

55. The members of the governing body successfully fulfil their statutory responsibilities. They have an effective committee structure and the members of each committee meet regularly each term. The governors take a keen interest in the work of the school. Some governors have been members of the governing body for many years and their knowledge and experience are used well in helping and supporting more recently appointed governors. Governors have a good understanding of the main priorities and issues facing the school over the next three to five years. However, they rely heavily on the headteacher and staff for information about how the school is progressing, as their procedures for monitoring and evaluating the success, or otherwise, of the decisions that they make are largely informal. The focus of visits made by governors to school tend to be general rather than specific and so accurate evaluations of value for money are difficult to make.
56. The school's aims and values are reflected very well in its work. The ethos of the school is very good and reflects a commitment to high standards and improvement. For example, staff and governors pay close attention to the results of national and school tests and assessments to decide on priorities for school improvement. They set realistic targets for the school, in conjunction with the local education authority, and these become significant priorities in the school development plan. The plan is an effective working document, based on a thorough audit of the school's position each year by the headteacher and staff. The plan is fully costed, with criteria to help evaluate the success of initiatives.
57. The school's strategic use of resources, including specific grants, is good. For example, the specific grant for the National Additional Literacy Strategy is solely and effectively used for the purpose. Educational priorities are effectively supported through the school's financial planning. The governing body takes appropriate measures to seek best value for money, for example in putting out the school cleaning to tender on the retirement of the previous caretaker. Governors are continually looking for opportunities for funding from alternative sources. For example, approaches have been made to local businesses for sponsors to fund resources for information technology.
58. The school budget has a substantial contingency fund. The governors have given considerable thought to their decision to keep the fund at its present level because of their wish to maintain current staffing levels. The fund allows for the headteacher to be freed from the classroom for half of the week. It also maintains the hours of the educational care officer. Governors made the decision to pay for this member of staff after the stated child, with whom she was working, left the school and local

education authority funding was withdrawn. The governors take the well-considered view that the fund is a cushion for problems that can be caused by fluctuations in numbers on roll, which can have a dramatic effect on a small school's budget from year to year. In this way, the governors are providing a high standard of forward planning in their budgetary decisions. There are useful plans for a review of the pay policy prioritised in the school development plan, which take due consideration of new national initiatives.

59. In the school office, good financial procedures and very efficient day-to-day administration make a valuable contribution to the smooth running of the school, aided by good use of a new computerised invoicing system.
60. There is an appropriate match of teaching and support staff to deliver the Programmes of Study of the National Curriculum. Very good arrangements are made for professional staff development, with annual interviews with the headteacher and regular audits of staff development needs, carefully linked to priorities in the school development plan. All teaching and non-teaching staff are successfully encouraged by the governors and the headteacher to apply for in-service training. For example, midday supervisors have attended a behaviour management course, and another on organising playground games, and these have made a significant contribution to their expertise and efficiency. The education care officer is well trained, knowledgeable and experienced. She makes a valuable contribution to pupils' learning, including support for pupils with special educational needs and responsibility for the implementation of the Additional Literacy Strategy. There are good arrangements for the induction of the newly-qualified teacher. The teamwork amongst staff is a strong feature and helps everyone to work towards the successful implementation of the school's aims and values.
61. Accommodation is at least satisfactory for the teaching of all subjects of the curriculum. The two classrooms that contain Year 2 and Key Stage 2 pupils leave little room for pupils to move freely and this restricts movement during investigative activities, for example, in mathematics and science. Good use is made of the resources room as a library and for teaching small groups of pupils. The hall is of good size and used effectively for physical education, assemblies and for serving lunches, but there are times when the hall could be used to relieve the pressure on activities in classrooms, particularly for pupils in Years 5 and 6. The playgrounds are very well decorated with colourful murals and enhanced with outdoor furniture suitable for children. The woodland area is used very effectively to support learning in science, geography and environmental education. The school is clean and very well maintained internally and externally.
62. Most subjects are at least adequately resourced and materials and equipment are generally of good quality. There is, however, a limited stock of fiction and non-fiction books in the school library and some class library and reading scheme books require replacement. Equipment for information technology varies considerably in quality. Some computers are old and out-of-date and the mixture of different systems is inefficient. There is no secure outside play area, or equipment that this would contain, for the children under five.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To raise standards further, the governors, headteacher and staff should:
- Improve the provision for children under five by:
 - providing a secure outside play area;
 - resourcing outside play with appropriate large play equipment;
 - broadening the curriculum to include more opportunities for children to make choices and explore materials and equipment for themselves, especially in activities related to their physical and creative development.
 - Improve the guidance for teachers in subject schemes of work to show them when and how activities should be taught so that:
 - there is consistency in the development of skills in art, design and technology and religious education;
 - aspects of subjects are not omitted, for example in geography and history.
 - Ensure that teachers' skill of matching work closely to pupils' needs, found in most other subjects, is used more effectively in science and history, so that pupils of different ages and prior attainment do not tackle similar work throughout the lesson.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Take steps to update and unify computer systems and software to ensure a more effective and efficient use of resources in information technology.
- Make the governors' procedures for monitoring the work of the school more formal and systematic so that evaluations of the effectiveness of their decisions are based on specific rather than general information.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.0	15.2	66.6	15.2	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)	0	82
Number of full-time pupils eligible for free school meals	0	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	8

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	1
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%
School data	6.0
National comparative data	5.4

Unauthorised absence	%
School data	0.0
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	7	9	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	7
	Girls	9	9	9
	Total	14	14	16
Percentage of pupils at NC level 2 or above	School	88 (100)	88 (100)	100 (100)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	7
	Girls	9	9	9
	Total	14	14	16
Percentage of pupils at NC level 2 or above	School	88 (100)	88 (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	8	6	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	6	5	6
	Total	10	10	11
Percentage of pupils at NC level 4 or above	School	71 (46)	71 (54)	79 (62)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	3
	Girls	5	4	4
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	50 (54)	50 (62)	50 (62)
	National	68 (-)	69 (-)	75 (-)

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	1
Bangladeshi	0
Chinese	0
White	73
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)	3.5
Number of pupils per qualified teacher	23.4
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	27

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	144,402
Total expenditure	146,198
Expenditure per pupil	1,720
Balance brought forward from previous year	27,512
Balance carried forward to next year	25,716

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	84
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	53	0	0	0
My child is making good progress in school.	58	42	0	0	0
Behaviour in the school is good.	47	53	0	0	0
My child gets the right amount of work to do at home.	42	42	17	0	0
The teaching is good.	67	28	0	0	6
I am kept well informed about how my child is getting on.	58	33	6	0	3
I would feel comfortable about approaching the school with questions or a problem.	78	19	3	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	53	39	6	0	3
The school is well led and managed.	72	22	0	0	6
The school is helping my child become mature and responsible.	61	39	0	0	0
The school provides an interesting range of activities outside lessons.	58	28	14	0	0

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

64. Children start school in Reception in the year in two intakes: those who will be five years old during the Autumn term start in September and those who will be five in the Spring and Summer terms start in January. The class contains pupils who are five and Year 1 pupils, as well as the Reception children. At the time of the inspection, five children were under five. The level of attainment of children on entry to school is broadly in line with the national average, but the range of attainments varies from year to year. Children make satisfactory progress overall and, by the time they are five, they exceed the targets set by the national guidelines, called Early Learning Goals, in language and literacy and knowledge and understanding of the world. Standards are in line with expectations for mathematics and personal development, but do not meet the targets in physical and creative development.

Personal and social development

65. In personal and social development, children make satisfactory progress and, by the time they are five, most achieve the standards expected for this area of learning. The quality of teaching is good. The teacher's high expectations of behaviour are matched by the children's great efforts to please her. Children soon become familiar with school procedures and classroom routines. They put up their hands to speak instead of calling out and there is very little interrupting. Children generally listen well to each other and applaud each other's efforts, whilst being very proud of their own. They get on very well together, working well and sharing resources, taking turns sensibly. They are generally polite and responsive to adults' instructions. They concentrate very well, becoming totally absorbed in the activities provided. They help to tidy away after themselves and take turns at having a 'job day' when they do little tasks to help the teacher. They play and work independently without fuss, for example negotiating whose turn it is to be leader in a mathematics game. Children treat resources well.

Language and literacy

66. By the age of five, the majority of children attain standards which exceed those expected of their age, and they make good progress. The quality of teaching is mainly good. Children are successfully encouraged to speak confidently and clearly, expanding their answers to each other in simple sentences, although often requiring prompts from their teacher when talking about their own experiences in 'show and tell' activities. They all understand that books convey enjoyment and information, and read from front to back and from left to right. They talk happily about books, telling the story from pictures and picking out details from the illustrations. When given the opportunity, they have much to say about their various activities, explaining what they are doing and asking and answering questions. There are occasions, however, when the teacher or the classroom assistant do not listen sufficiently well to children and opportunities are missed to help children develop and explore the use of language. Most children copy or trace their teacher's writing correctly and their early writing skills are developing well. They confidently recognise and write their own names.

Mathematics

67. Children's attainment in mathematics is in line with the standards expected by the time they are five and they make satisfactory progress. The quality of teaching is satisfactory. Children are provided with a good range of tasks and activities that promote learning in numeracy. However, the activities are often directed too closely by the teacher, or other adults helping in the classroom, and children do not get enough opportunities to explore mathematical concepts or language for themselves. Children match and order pictures well, for example when using a game to sort out which part of the picture fits where. When they work with sand, they correctly identify moulds as three-dimensional shapes. They have a secure understanding of big, small and large. They take orders in the florist's shop in the role-play corner and give change from the till. They make good attempts at forming the figures correctly when they write the prices to be charged. They recognise and correctly match the number and symbol from 1p to 5p, also sorting the flowers in the shop by the colour. They sort coins of different value correctly.

Knowledge and understanding of the world

68. By the time they are five, children have made good progress in their knowledge and understanding of the world and standards exceed those expected of children of their age. The quality of teaching is good. The teacher has high expectations of what children can achieve, for example in science activities, and children respond well to her enthusiasm for the tasks. Occasionally, the teacher controls the activities too closely when children might benefit from more time to find out for themselves. Children have a good knowledge and understanding of how to use the software on computers for making patterns or spelling three-letter words. They operate the mouse, space and arrow buttons with increasing confidence and competence. They show great delight when they get the correct answers. Past work shows a good knowledge and understanding of where the various inhabitants of a town work, for example, nurses at a hospital, postmen at the post office. They build sandcastles competently, carefully counting the number suggested by the teacher. They discuss the texture of sand and how hard it needs to be hit with a spade to make it into shapes. They become engrossed when playing with toy figures and relate them to their own lives, explaining events and providing sound effects. They know and correctly identify a good range of colours.

Physical development

69. By the time they are five, children have made unsatisfactory progress and do not meet the expectations for children of their age. Teaching is generally satisfactory, but there is a lack of planned daily outdoor activities and this limits the progress children make towards the nationally expected standards in physical development. However, there is no direct access to the playground from the classroom and no secure outdoor area where children under five can play. There is a shortage of wheeled vehicles for children to practise balancing and steering. Children manipulate small construction equipment increasingly well. They make very good attempts at arranging flowers as a bouquet in the florist's shop. They run, walk, change direction and hop competently, but have difficulty sustaining the activity for more than a few minutes. Most are developing an appropriate awareness of space and the importance of avoiding collisions. In physical education lessons, most remember a sequence of four movements well, improving their body control.

Creative development

70. By the time they are five, most children have made unsatisfactory progress in creative development and do not meet the standards expected of children of their age. On one afternoon a week, all pupils in the class containing children under five, have a structured play session, with activities related to all six areas of the Early Learning Goals. Children play happily in the shop, adopting the roles of customer or florist and playing out their own experiences, with imaginative chatter, for example 'We're so busy because it's Valentine's Day'. At the end of the session observed, there was a birthday party for the education care officer, which the children very much enjoyed. The quality of teaching during these activities is mainly unsatisfactory. The activities are too adult-dominated and children are not given sufficient freedom to choose the activities they would like to do or try things out for themselves. As a result, children's progress in creative development is restricted. For example, when painting, children are told whether to use a thin brush or a thick brush, rather than investigating for themselves which is most appropriate for the task. However, they handle brushes and paint with increasing competence and dexterity. The quality of teaching is good when the teacher involves herself in one activity after another, briefly talking and listening to pupils and making notes for assessment on individual strengths and weaknesses.
71. Overall, children under five receive a successful start to their school life. The limited provision for play activities is only moderately successful, despite the best efforts of the class teacher and other adults involved. Given the circumstances of three year groups in one class, teaching is good within the context of the curriculum provided and all staff are well aware of the requirements of the Early Learning Goals. The headteacher acknowledges that there are insufficient opportunities for independent learning through play and has prioritised a review and revision of planning for children under five as part of preparations for the new National Curriculum 2000.

ENGLISH

72. In the 1999 national tests for pupils at the end of Key Stage 1, the percentage of pupils attaining the nationally expected Level 2 or above in reading was broadly in line with the national average and the average for similar schools. The percentage of pupils attaining the higher Level 3 was well above the national average and the average for similar schools. In writing, an average percentage of pupils attained the expected Level 2 or above when compared with all schools nationally and similar schools. The percentage of pupils attaining the higher Level 3 was above the national average and the average for similar schools. Inspection findings show that the standards of attainment of the current Year 2 pupils are similar to those of the previous year.
73. In the 1999 end of Key Stage 2 national tests, the standard of attainment overall was broadly in line with the national average and below average when compared with similar schools. The percentage of pupils attaining the expected Level 4 or above was close to the national average and the percentage attaining the higher Level 5 was below the national average. Inspection findings show that the standard of attainment of the current Year 6 pupils is broadly in line with the national average, but with more pupils working at the higher Level 5.
74. The good standards of attainment, as shown by the results of national tests, have been successfully maintained at the end of Key Stage 1 since the previous inspection. At the end of Key Stage 2, results have fluctuated significantly. They fell below the national average in 1997 and 1998, due to a greater percentage than usual of pupils

with special educational needs, and a limited number of higher attaining pupils, in the group, or cohort, of pupils when they started school. In an effective response to the previous inspection, pupils are now given greater opportunities to use and improve their writing skills without the use of unchallenging worksheets, and they are better at appraising and editing their writing to improve its quality.

75. Standards of attainment in listening are good at both key stages. Pupils, including those with special educational needs, generally listen well to their teachers and each other and demonstrate their good listening in the answers they give to questions or in their contributions to discussions. Pupils listen carefully to music or radio programmes in assemblies. At times, pupils in Reception listen well in small groups but not in whole-class sessions, for example in the literacy hour. Standards of attainment in speaking are satisfactory. Pupils speak clearly and confidently recall work done in previous lessons. Occasionally, in Key Stage 1, opportunities for speaking are missed during the literacy hour, when the teacher does not encourage pupils to expand their answers from one word or phrase. At Key Stage 2, pupils often explain their methods of calculation well in mathematics lessons, but do not always clearly articulate the meanings of words in literacy lessons. For example, Year 4 pupils were observed trying to explain the meaning of 'acrostic' but required help from their teacher to do so. Pupils are given many opportunities for speaking to an audience in assemblies, group discussions called circle time and in the regular school productions.
76. Standards of attainment in reading are above the national average at the end of Key Stage 1. The vast majority of Reception pupils are competent readers who sound out difficult words. They know that books are entertaining and convey information and they show their enjoyment of the texts they read. By the end of the key stage, they have made good progress and most read fluently and accurately, using a variety of strategies for building up unfamiliar words. Higher attaining pupils recognise their own errors and correct them without prompting. They confidently retell stories they have previously heard and read. Average attaining pupils use the clues in the sounds of letters and in the pictures correctly. They often choose books by the cover picture, rather than reading the summary of the book on the cover or looking inside. Lower attaining pupils, and pupils with special educational needs, have a weaker knowledge of phonics and this inhibits their progress.
77. At Key Stage 2, standards of attainment in reading continue to be above the national average in Years 3 to 5 and progress is good. Pupils maintain their interest and enthusiasm for reading and this helps them to use their skills well for work and for pleasure. By the end of the key stage, standards of attainment are only just average. A majority of pupils show less enthusiasm for reading, despite good teaching and choice of texts in literacy lessons. In Year 6, higher attaining pupils read fluently, accurately and expressively with good understanding. They show evident enjoyment and have good attitudes to reading. They retell stories previously heard and predict what will happen next with sensible suggestions based on the story so far. They successfully use a variety of methods for reading unfamiliar words. Average attaining pupils sometimes read too fast, missing the punctuation so that they have to start again, and this limits fluency, understanding and enjoyment until the error is overcome. Lower attaining pupils show little enthusiasm and read only haltingly, though often with good understanding. The vast majority of pupils read along confidently and accurately with their teachers in literacy lessons, picking out rhyming words in texts and suggesting new ones. Pupils demonstrate satisfactory library and research skills, but high level skills, such as skimming and scanning texts, are unsatisfactory. Pupils show a satisfactory knowledge and understanding of the use of information technology as a source of information.

78. Standards of attainment in writing are in line with the national average at both key stages. At Key Stage 1, pupils write satisfactorily for a variety of purposes and audiences, including creative writing and poetry. They sometimes lengthily retelling of traditional tales shows a developing use of punctuation, for example accurately using full stops, capitals and exclamation marks. Pupils make good progress in their use of descriptive words and phrases or more adventurous words such as 'archaeologist' or 'dungeons'. They use effective strategies for spelling and use their knowledge of sounds to spell out words correctly. There is satisfactory use of word processing, for example, in the writing of fables. The vast majority of pupils write well in their practice books, with a joined-up and legible style, but this is not transferred to their everyday work, when writing is usually print-script with a lot of variation in the size and spacing of letters.
79. At Key Stage 2, pupils of different prior attainment generally make good progress in producing a wide range of work written for different purposes. By the end of the key stage, they confidently identify parts of speech and show a good understanding of rhyming verse in their own efforts, for example based on their study of 'Romeo and Juliet'. Most pupils spell correctly, and use grammar and punctuation with increasing accuracy. They are developing personal styles in their story writing well, with an emphasis on setting and characterisation. There is some extension of vocabulary, but less evidence of imaginative and adventurous use of words. Skills, such as skimming and scanning, drafting and re-drafting work, are unsatisfactory and the use of information technology is limited.
80. Teachers provide pupils with many effective opportunities to use literacy across all subjects of the curriculum and this is helpful in consolidating and extending pupils' skills. At Key Stage 1, there are good examples of empathic writing in history, as pupils express the emotions and feelings of a Roman soldier writing a letter home. There are detailed accounts of visits to museums, descriptive poems about 'Jack-in-the-Box' made in design and technology and a questionnaire pupils compiled about toys. Teachers make good use of historical texts in the literacy hour and pupils are developing an appropriate vocabulary in geography and science. Reflective writing occurs in religious education, for example, on the sharing of food at harvest time around the world. At Key Stage 2, pupils accurately use words associated with art, design and technology, science, history and geography. They produce clearly written explanations in mathematics and science reports are well organised.
81. The quality of teaching and learning is good overall at both key stages. Of the lessons seen during the inspection, ninety per cent were good and ten per cent were satisfactory. Teachers plan their lessons carefully, using their information on pupils' previous performance very effectively to suit tasks to individual needs. For example, good lessons were observed at both key stages where pupils of different prior attainment fulfilled the teachers' learning objective by extending, reinforcing and practising their spelling strategies. Pupils tackled activities that provided effective challenges, based on the teachers' accurate knowledge of how much they had learned prior to the start of the lesson. This careful planning brings good results. For example, Year 4 pupils of different prior attainment successfully extended their knowledge and understanding of the use of adjectives, providing a good basis for their understanding of how acrostic poems are constructed. Teachers have good subject knowledge and understanding. They give very clear instructions and use questioning very effectively to check and extend pupils' knowledge, understanding and skills. Their questioning challenges pupils' thinking and makes them focus more sharply on their choice of words. The good relationships teachers have with their pupils are effective in

minimising problems with discipline or management of classes. High academic and behavioural expectations successfully maintain pupils' interest and attention and, for example, take learning in the use of a more interesting vocabulary forward at a good rate. In Additional Literacy Strategy lessons, the education care officer gives satisfactory support to lower attaining pupils and helps them to improve their sight vocabulary through a well-structured programme of activities. The limited range of work on display successfully celebrates pupils' achievements, but generally lacks the challenge to stimulate further curiosity and take learning forward.

82. The subject is well led by the co-ordinator, who has helped staff to successfully implement the literacy hour and raise pupils' standards of attainment in all classes. Procedures for monitoring the effectiveness of literacy lessons are good and the co-ordinator has a good understanding of the standards of teaching and learning in all classes. The co-ordinator is aware that some elements of the literacy hour require adjustment. For example, the length of sessions is sometimes too long for Key Stage 1 pupils and there are not enough opportunities for independent or creative writing at that key stage. The curriculum is generally broad and balanced. Resources are adequate for the teaching of English. The library is used insufficiently as an area for private study and research. The stock of library books needs reviewing to ensure that they are up-to-date and attractive to help reinforce the message of the literacy hour that books are fun and a valuable resource for learning. Many books in classrooms are in need of repair and replacement.

MATHEMATICS

83. In the 1999 national tests for pupils at the end of Key Stage 1, the results showed that the standard of attainment overall was broadly in line with the national average and the average of similar schools. The percentage of pupils attaining the expected Level 2 or above was very high in comparison with the national average and with similar schools. The percentage of pupils attaining the higher Level 3 was below the national average and the average for similar schools. Inspection findings indicate the standard of attainment of the current Year 2 pupils is better than that of the previous year and that standards are above average.
84. The results of the 1999 national tests for pupils at the end of Key Stage 2 showed that the standard of attainment was broadly in line with the national average and was below average when compared with similar schools. The percentage of pupils attaining the expected Level 4 or above was broadly in line with the national average. The percentage of pupils attaining the higher Level 5 was below the national average. Inspection findings indicate that the standard of attainment of the current Year 6 pupils is better than last year, with a greater percentage of pupils working at the higher Level 5.
85. Standards at the end of both key stages are similar to those found at the time of the previous inspection. Standards have remained constant at the end of Key Stage 1, but have varied considerably at the end of Key Stage 2 over time. Standards of attainment, as shown by the results of national tests, are closely related to the level of attainment of each year group, or cohort, of pupils when they started school in Reception. Results at the end of Key Stage 2 dropped below the national average in 1998 because the cohort contained more than the usual number of pupils with special educational needs and a limited number of higher attaining pupils. Pupils have attained the targets set by the school and have achieved at the levels expected of them. There are no significant differences between the performance of boys and girls, although boys performed better than girls in the 1999 national tests

86. At Key Stage 1, Reception pupils have a good knowledge and understanding of mathematical vocabulary such as 'one more than' and 'one less than'. For example, pupils were observed responding enthusiastically to their teacher's questions as she altered quantities and colours of paper flowers. They showed a good understanding of number facts to ten as they worked out mentally how many more or how many less there were in the bunch each time. Year 1 pupils successfully work out number problems such as 'find a number which is larger than 3 but smaller than 7'. Higher attaining pupils are quick to respond to mental problems and show evident enjoyment in explaining how they have reached their answers. By the end of the key stage, pupils have made good progress in numeracy as a result of well-structured teaching of basic skills and regular opportunities to talk about and record their methods. Pupils' attitudes to learning are very good and this contributes significantly to the good progress that they make. Year 2 pupils show a good understanding of how to round numbers up to the nearest ten and know the properties of a good range of two- and three-dimensional shapes. Higher attaining pupils measure confidently in centimetres and metres. They make reasonable estimates before carrying out measurements. Average attaining pupils add and subtract numbers to 99 competently. Lower attaining pupils apply number facts to 20 well and work out change from 20 pence accurately.
87. At Key Stage 2, pupils' interest and enjoyment of mathematics continues. Teachers are particularly successful at matching work closely to pupils' needs and this provides regular challenges for pupils of different prior attainment. Pupils with special educational needs make good progress because they are motivated by the good support they receive from their teachers and opportunities to work with pupils of higher attainment. By the end of the key stage, pupils show a satisfactory recall of multiplication tables to 12 and explain their methods of working out problems clearly and confidently. Most pupils know that the angles of a triangle add up to 180 degrees and the properties of acute and obtuse angles. Higher attaining pupils identify correctly isosceles, equilateral and scalene triangles. Average attainers use a protractor competently to measure angles. Lower attaining pupils use their previous knowledge and understanding effectively to prove the theory that the angles on a straight line always add up to 180 degrees. Pupils make good progress in developing strategies for problem solving.
88. The quality of teaching is good overall. In the lessons seen, half were good and half were very good. Pupils in all classes at both key stages are given opportunities to practise mental calculations daily through the effective use of quick-fire, challenging questions and this aspect of the National Numeracy Strategy is working well. Whole-class sessions at the ends of lessons are generally effective. However, on occasions, for example, in the class containing Years 2, 3 and 4 pupils, it is difficult for all the pupils to sit comfortably on the carpet around the teacher as the space is too small and pupils find it difficult to concentrate or join in the discussions. High expectations of behaviour help to create an atmosphere conducive to learning. Teachers make good use of computers to support learning and provide regular opportunities for pupils to handle data and present their results in the form of graphs. Resources are always available for pupils to use and this means that they can continue with their tasks without unnecessary interruptions. Procedures for assessing pupils' attainment and progress are very good and teachers use the information well to alter their planning, often on a daily basis, to meet pupils' needs.
89. Planned opportunities for the use of numeracy in other areas of the curriculum are satisfactory. Reception and Year 1 pupils often apply counting and sorting skills in science, for example when sorting materials by their properties. Skills of direction and

co-ordinates learned in mathematics are applied to map work in geography at both key stages. Information technology is used satisfactorily to support number work and data-handling, but there is a limited amount of software to develop its use further.

90. The co-ordinator manages the subject well. Her work has helped teachers to improve pupils' attainment and progress in all classes. She has provided an extensive range of support materials to help teachers plan their lessons and manages and maintains the resources efficiently. Through effective monitoring, she has a good understanding of standards throughout the school and is aware of the need to improve the application of numeracy skills in other areas of the curriculum. Preparations for the implementation of the National Numeracy Strategy have been good and she has led effective staff training and a helpful review of teaching methods.

SCIENCE

91. Results of teacher assessments of pupils at the end of Key Stage 1 in 1999 showed that the percentage of pupils attaining the expected Level 2 or above was very high in comparison with the national average and with similar schools. The percentage of pupils attaining the higher Level 3 was above the national average and that of similar schools. Inspection findings indicate that the standard of attainment of the current Year 2 pupils is similar to that of 1999.
92. The results of national tests for pupils at the end of Key Stage 2 in 1999 showed that, overall, attainment was well below the national average and that of similar schools. The percentage of pupils attaining the expected Level 4 or above was broadly in line with the national average, and the percentage attaining the higher Level 5 was well below average. Inspection findings show that the standard of attainment of the current Year 6 pupils is significantly better than that of last year and attainment overall is in line with the national average.
93. Standards at the end of both key stages are similar to those found at the time of the previous inspection, but have fluctuated since then. Standards of attainment, as shown by the results of national tests, are closely related to the level of attainment of each year group, or cohort, of pupils when they started school in Reception. Results dropped below the national average in 1997 because the cohorts contained more than average numbers of pupils with special educational needs and limited numbers of higher attaining pupils. Pupils have attained the targets set by the school and have achieved at the levels expected of them. There are no significant differences between the performance of boys and girls, although girls performed marginally better than boys in the 1999 national tests
94. At Key Stage 1, pupils, including those with special educational needs, make satisfactory progress in their knowledge and understanding of all aspects of science. They show good attitudes to their work, behave well in lessons and concentrate for considerable periods of time. Reception and Year 1 pupils know that pushing and pulling are forces and that objects can be changed as a result of these. For example, pupils were observed testing objects, such as a wooden cube or a lump of playdough, to see if they could be changed by pulling or pushing. Pupils successfully described simple features of the objects and communicated their findings well by talking and writing about them. For example, one pupil explained to the class that her playdough had changed shape and was now 'a squashed cylinder'. By the end of the key stage, pupils know that they require a balanced diet to grow strong and healthy. They know that energy can be stored in springs and elastic bands and successfully apply this principle to designing and making jack-in-the-boxes. Pupils make particularly good

progress in their understanding that conditions must be kept constant when carrying out experiments and investigations and that only one condition can be changed. They applied this knowledge and understanding well to an investigation to see how well balls made from different substances bounced and were able to draw sensible conclusions from their results.

95. At Key Stage 2, pupils' satisfactory progress is maintained as teachers continue to provide a good range of interesting and motivating activities covering all aspects of science. The good attitudes to learning established at Key Stage 1 are continued and pupils work hard and show considerable enjoyment in science lessons. Scrutiny of pupils' past work shows that they produce a considerable amount of writing, charts and drawings and take great care to present their work well. Pupils in Year 3 and Year 4 are familiar with the different parts of a plant and know how flowers reproduce themselves. In an investigation into which surface would be most suitable to slow down a toy car, pupils from these two year groups successfully extended their understanding that tests must be fair. As some results were not quite what was predicted, they realised that they must observe and measure more carefully what happens in an investigation. By the end of the key stage, pupils make sensible suggestions about how they think investigations could be carried out to test theories. For example, Year 6 pupils decided for themselves how they might separate solids mixed in with a liquid. Some outcomes were successful and some were not, but pupils made good gains in their knowledge and understanding of separation as they looked at and discussed the different experiments and their results.
96. The quality of teaching is good. Teachers are successful in planning activities that challenge pupils of differing prior attainment and this helps pupils to remain motivated and concentrate for considerable periods of time during lessons. Teachers have a good subject knowledge and use appropriate scientific vocabulary, providing a good example to their pupils. Introductions to lessons are particularly effective, building carefully on pupils' previous learning. For example, the teacher of a class containing pupils from Years 2, 3 and 4, led her pupils in a well-structured discussion about how they could make their investigation a fair one. By skilful use of questions, she helped them to successfully apply their existing knowledge and understanding to the task. Teachers' expectations are high and most pupils try very hard to achieve these. Teachers plan their lessons thoroughly and use a range of school and commercial schemes of work well to prepare the curriculum for the year and for each term. All classes have mixed-age groups and all pupils in each class usually study the same theme. The activities are sometimes not sufficiently different to meet the needs of the varying levels of pupils' attainment. As a result, some pupils will make slower progress than others, depending on how high or low is the level of challenge in the activity. This is partly due to the lack of guidance in the schemes of work for teachers on the match of activities to National Curriculum levels of attainment and partly to teachers' attempts to manage and organise the learning of a wide range of ages and abilities in their classes.
97. The subject co-ordinator monitors teachers' planning and pupils' books each half-term and this helps her to gain a good knowledge and understanding of the quality of teaching and learning. Her feedback to staff helps them to make adjustments to their planning so that pupils continue to make good progress. She is preparing effectively for the implementation of the new National Curriculum and is providing a clear direction to staff for this work. Resources are satisfactory in quality and quantity and good use is made of the accommodation, including the very good woodland environmental area in the school grounds, to extend pupils' learning.

ART

98. Standards of attainment at the end of both key stages are in line with the national expectations for pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. The school has maintained the satisfactory standards reported at the time of the previous inspection.
99. At Key Stage 1, pupils have a satisfactory knowledge and understanding of colour and how pictures convey moods and feelings. They make attractive collages of landscapes in autumn. Teachers make good use of art activities to support learning in several subjects such as history and geography, and use computers effectively to generate pictures. Opportunities for free expression in paintings and drawings so that pupils can be personally creative are, however, limited. At Key Stage 2, pupils produce good abstract pictures based on the works of Mondrian and Van Gogh. They learn the techniques of printing with string blocks. The range of styles and techniques covered is narrow, but the standard of much of what pupils produce is above the national expectation. For example, close observational paintings of flowers produced by pupils in Year 6 are of a high standard. At both key stages, pupils' attitudes to art are very good and they look forward to their art lessons. There is evidence in the work seen that pupils of all ages concentrate hard and take great care with their work.
100. The quality of teaching is at least satisfactory. The examples of work in Key Stage 2 that are above average indicate that some of the teaching is good. Teachers display pupils' work attractively and this enhances the learning environment of classrooms and shared areas. Although provision meets statutory requirement, there is a weakness in the progressive development of skills at both key stages because teachers do not encourage the regular use of sketchbooks in lessons. There is insufficient study made of art and artists from different cultures, especially non-white and non-European, reflecting the multicultural nature of British society. The subject scheme of work covers the use of a good range of media and tools, with clear guidance on progression, but this is not implemented consistently. Due to the demands imposed by the implementation of the literacy and numeracy hours, the subject is given less time than previously in the curriculum and this is partly the reason why some aspects of the subject are not studied in depth.

DESIGN AND TECHNOLOGY

101. Standards of attainment at the end of both key stages are in line with the national expectation for pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those reported at the time of the previous inspection.
102. At Key Stage 1, pupils in Reception and Year 1 make satisfactory progress in developing appropriate vocabulary, and in making good use of their existing knowledge and understanding of the world as they design and make. They learn to evaluate models as they construct them, comparing them with their drawings and adjusting them when the design proves impracticable. They complete satisfactory design plans, some with labels and all carefully coloured. They are beginning to understand the purpose of having a plan. They tackle activities with great enthusiasm but sometimes are a little impatient when they cannot carry out the plan or want to change it on a whim. Pupils manipulate the pieces with confidence and competence, although a few find very small pieces difficult to handle. They explain the concepts well, though they need a little prompting to find the right words. Some prior higher attainers make written evaluations saying what they found easy or hard. The finished products satisfactorily carry out the

intentions of the design. By the end of the key stage, pupils successfully make their own printing blocks using card and string. They understand the importance of design in making wallpaper aesthetically pleasing.

103. At Key Stage 2, pupils show satisfactory standards in the skills of food preparation. For example, Year 4 pupils were observed making scones. They handled equipment with care and worked carefully to ensure the finished products had an attractive appearance, good shape and were uniform in size. Although they are not involved in choosing the ingredients, they had some influence over the appearance of the finished products. Careful attention is paid to hygiene and the correct use of equipment. By the end of the key stage, pupils make effective moving vehicles. Their teacher gives them the opportunity to make decisions and list the resources they might need and this makes a significant contribution to the interest pupils take in their work. They clearly explain their choice of resources and how they will be used in the construction. Pupils understand the use of carefully measured and drawn plans as being essential to producing the right shapes in the finished product. They recognise, and use with increasing confidence, a variety of methods of joining, for example, using staples, paper fasteners, glue and sticky tape. The vast majority successfully complete a card model, adjusting the design as their work progresses, and noting changes on their plans.
104. The quality of teaching and learning is good at both key stages. Teachers' planning is thorough. They include many effective opportunities for pupils to look critically at the choices they make and take into consideration the views of others and the constraints and limitations of resources. Good teaching in Year 1, by the constant reinforcement of the learning objective, extended pupils' understanding of the close connection between drawing a design and then making the product. At Key Stage 2, good lessons draw on all the experience gained from previous learning over both key stages. This is successful in letting pupils show what they have learned and to use their learning to take their knowledge, understanding and skills further. There are instances at both key stages of some over-direction by teachers and other adults in the classroom when pupils might be making their own decisions or choices.
105. The subject is well led by the co-ordinator. She is leading a helpful review of the curriculum in preparation for the implementation of the new National Curriculum 2000. She has a good understanding of standards at both key stages and is using this information well to direct her colleagues' future plans. Classrooms are rather cramped for practical activities, but pupils' very good behaviour and teachers' skilful organisation and management of lessons minimises the problems that this causes. Resources are adequate for the delivery of the curriculum.

GEOGRAPHY

106. Standards of attainment at the end of both key stages are in line with the national expectation for pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those reported at the time of the previous inspection.

107. At Key Stage 1, Reception and Year 1 pupils are beginning to understand the difference between near and far. They make a satisfactory beginning in early mapping skills and the study of their immediate environment, for example, their classroom setting or Derbyshire in the context of the United Kingdom. By the end of the key stage, pupils have made satisfactory progress in the topics studied. They know and understand the main points of the compass and accurately read and carry out instructions on direction finding. They have a satisfactory knowledge of the countries of the United Kingdom. There are, however, limited opportunities for pupils to talk and write about their personal likes and dislikes about the features of a place that they know or to study a contrasting locality at home or abroad.
108. At Key Stage 2, pupils make good progress in their knowledge and understanding of rivers, and making and reading maps. By the end of the key stage, most pupils know, understand and use correctly the appropriate vocabulary associated with rivers, for example meander, ox-bow, tributary and source, explaining clearly what each means. In a lesson observed, Year 6 pupils produced clear observational drawings of experiments they had conducted on erosion and deposition and reported them clearly in a generally well-ordered sequence. Pupils understand that land is eroded by water over time, and higher attaining pupils give very clear explanations of absorption and saturation, successfully linking together knowledge from the three curriculum subjects of English, science and geography. Pupils with special educational needs, and lower attaining pupils, have a good knowledge and understanding of the effects of the water cycle on land and how valleys are formed. In discussion, some pupils recall working with an African potter and, in a local study, recall arguing for or against a bypass around a neighbouring village. Pupils are given too few opportunities to study a settlement in detail or how man affects the environment.
109. The quality of teaching and learning in the lessons seen were good at both key stages. At Key Stage 1, the teacher successfully engaged the pupils' interest and motivation with a well-prepared activity and this helped pupils to make good gains in their learning about elementary map reading. Higher attaining pupils eagerly tackled the more difficult task set for them and enjoyed the challenge it presented. In the very good lesson at Key Stage 2, almost all the pupils of different prior attainments successfully achieved the learning outcome planned for them by their teacher and extended their knowledge and understanding of how rivers flow and affect the environment. The teacher successfully used her good subject knowledge to devise a simple experiment, which effectively demonstrated to pupils how underground streams, and overland channels and rivers are formed. Pupils showed great delight when their predictions proved accurate. Teachers' planning is very clear and tasks are adapted through questioning to pupils' individual needs. Higher attaining pupils find sufficient challenge in the task of writing up experiments and results at greater length and in greater detail. Pupils with special educational needs, and lower attaining pupils, concentrate very hard and persevere, even though they find the task very demanding. Teachers devise well thought out worksheets, which successfully enable pupils to understand what is required and to extend their knowledge and understanding. Teachers give good support to pupils with special educational needs and lower attaining pupils. Lessons have a brisk pace so that pupils make the best use of their time. There is very good interaction between teachers and pupils in whole-class sessions at the end of lessons, when all the threads of the new learning are discussed.
110. The curriculum is narrower than it was at the time of the previous inspection, as it has been reduced to allow for the demands of the literacy and numeracy hours. As a result, not all the planned topics outlined in the scheme of work are taught, for example the subject policy document gives useful guidance to teachers when planning lessons, but

not all the planned topics are taught, for example the study of an overseas locality at Key Stage 2. This means that pupils' progress is restricted. The subject co-ordinator is aware of these shortcomings and is leading staff in a review of what pupils should learn and when in preparation for the new National Curriculum 2000.

HISTORY

111. No lessons were observed during the inspection, as the school's planning for the term did not include history during this period. However, based on an examination of teachers' planning, pupils' past work and work on display, standards of attainment at the end of both key stages are in line with the national expectations for pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. The school has maintained the satisfactory standards reported at the time of the previous inspection.
112. At Key Stage 1, pupils make satisfactory progress in their knowledge and understanding of events and personalities of the past, for example, in their study of the Victorians, Celts and Romans. By the end of the key stage, they successfully compare and contrast similarities and differences between Victorian and modern toys. They produce satisfactory pieces of extended writing, for example after a visit to a museum, describing toys and how they move. Work about their study of Colchester and the life of Boudicca shows a wide range of knowledge and understanding of how Celtic tribes lived. Teachers try and make activities as relevant as possible to pupils' own lives. For example, pupils made good gains in their knowledge and understanding by the good use they made of the results of a questionnaire completed by parents and grandparents on the subject of toys. Pupils make a good beginning in methods of historical enquiry and in the use and interpretation of artefacts as teachers provide them with a varied selection of pictures and objects of historical interest. Pupils' sense of chronology, and their understanding of why or how events occur and their impact on later years or societies, are less well developed.
113. At Key Stage 2, pupils continue to make satisfactory progress in their knowledge and understanding of life during certain periods in history such as Roman or Tudor times. Their knowledge and understanding is reflected in good quality empathic writing, as pupils express feelings of, for example, a Roman soldier in Britain. By the end of Key Stage 2, pupils have developed a secure sense of chronology. Pupils' knowledge and understanding of the use and interpretation of artefacts is particularly good, but the skills of historical enquiry and personal research are underdeveloped and pupils have insufficient opportunities to identify similarities and differences between times past and present.
114. Teachers plan their lessons carefully. Pupils' past work shows that teachers use pictures, books and artefacts regularly to promote pupils' interest and curiosity in the past. Teachers have high expectations of standards of presentation and pupils try hard to achieve these. However, all pupils in a class often complete similar activities with little or no difference in the tasks set for pupils of different prior attainments. Teachers link history well to literacy and successfully encourage pupils to write from the perspective of someone living in the past.
115. The subject co-ordinator is leading a review of the policy and scheme of work in preparation for the implementation of the new National Curriculum 2000. She has a good understanding of standards at both key stages as a result of satisfactory procedures for monitoring the standards of pupils' work. She is aware that the reduction in curriculum time to allow for the implementation of the literacy and

numeracy hours has meant that some aspects, such as historical enquiry, have not been taught in sufficient depth. Book resources are adequate for the delivery of the curriculum, but there are a limited number of artefacts for pupils to handle.

INFORMATION TECHNOLOGY

116. Standards of attainment at the end of both key stages are in line with the national expectation. Pupils, including those with special educational needs, make satisfactory progress. There has been a satisfactory improvement since the last inspection. Pupils at the upper end of Key Stage 2 now experience a wider range of information technology activities and use word processing and database software to a greater depth than before. The National Curriculum requirement for controlling and modelling is adequately covered.
117. At Key Stage 1, pupils in Reception and Year 1 show a satisfactory competence in using the keyboard and the mouse. They follow simple on-screen instructions well, for example when using programs in mathematics to practise addition and subtraction. Pupils co-operate well when sharing equipment and enjoy using computers. Their very positive attitude helps them to make good gains in practising skills and extending their learning. By the end of the key stage, most pupils are aware that computers can help them to express their ideas in different ways. They type in short pieces of information and most pupils understand how to use the cursor key or mouse to delete or change words. Pupils use the correct language well and refer confidently to words such as 'lower case' and 'delete'. Opportunities to use computers in classrooms are infrequent because of the limited number of machines and so progress is no more than satisfactory overall.
118. At Key Stage 2, pupils make satisfactory progress in their understanding that computers are used not only to store information but also to send messages. Word processing skills are satisfactory. Pupils enter text confidently and are aware of a range of techniques for deleting and changing words. By the end of the key stage, most pupils compose and draft text directly into the computer and know how to use the word processor to make text look attractive by using different fonts and letter sizes. Pupils have a satisfactory understanding of how to program electronic toys to complete sequences of movements and how to control the movements of a cursor on-screen to draw shapes and angles. Pupils have very good attitudes to their work and this helps them to make good use of the limited access they have to equipment.
119. The quality of teaching is good. Teachers work with several disadvantages in the quantity and quality of the resources available in each classroom. However, as a result of good planning, effective classroom management and organisation and high expectations, they provide sufficient opportunities for pupils to make satisfactory progress in a wide range of skills over time. Pupils make good progress in lessons where teachers teach specific skills to the whole class. For example, pupils in the class containing Year 5 and Year 6 pupils were observed in a lesson based on the use of a computer program capable of drawing shapes and angles on the screen. The teacher led an effective whole-class session in which she demonstrated new techniques and skills. Pupils then completed written work, which successfully prepared them for a practical session using the computer. Pupils made good progress in their understanding of the theory behind the process, but as only one computer was available for the practical application of what they had learned, only a few pupils benefited from being able to extend their learning during the lesson. Pupils have very good attitudes to working with technological equipment and teachers make good use of this interest by making activities as relevant as possible to their learning in other

subjects. For example, Year 6 pupils used a word processor well to put together their arguments for or against the building of a by-pass around the village and this helped them apply skills learned in literacy lessons. Year 2 pupils extended their knowledge and understanding of geographical mapping skills and directions well as they programmed an electronic toy to navigate a course they had prepared.

120. Teachers maintain very good records of pupils' performance and use this information well to match activities closely to pupils' needs. This helps pupils to make consistent progress between year groups. The curriculum is broad and balanced and includes all the requirements of the National Curriculum. The subject co-ordinator provides effective leadership and, in conjunction with the headteacher, is preparing useful plans to improve the quality and range of resources over the next two to three years. Resources are unsatisfactory. There are some old computers, which provide only limited support for the learning of basic computer skills, still in use in classrooms. The school has two different types of computer systems, which means that the software for one system is not compatible with the other. As a result, during some lessons, only one of the two machines in a classroom is in use. The mixture of systems means that plans to link machines together and provide pupils with regular access to the internet are more difficult and costly to establish and this is likely to restrict the progress that pupils make.

MUSIC

121. Standards of attainment at the end of both key stages are in line with those expected of pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those found at the time of the previous inspection. They have not improved because, although all teachers take their own classes for music and plan lessons carefully, there is no one on the staff with specialist expertise.
122. Pupils in Key Stage 1 have a satisfactory knowledge and understanding of long and short sounds. For example, Reception and Year 1 pupils in the same class used voice sounds to create a sound picture of the sea. Their teacher successfully encouraged them to make a variety of long or short sounds, which were then practised by small groups of pupils before they were combined to create the sound picture. Pupils showed great interest and enthusiasm in the tasks and this, coupled with their teacher's control of her pupils and her high expectations, helped them to make good progress in composing and performing. By the end of the key stage, pupils listen carefully to music in assembly and remember the words of songs very well.
123. By the end of Key Stage 2, pupils sing satisfactorily and show a reasonable understanding of diction and pitch. They show a satisfactory awareness of tempo, but are not able to match the volume of their singing to the musical requirements of the piece of music. They show good standards of performance when practising skills with which they are familiar. For example, Year 5 and Year 6 pupils in the same class combined different voice patterns and rhythms to accompany a song, which was part of a pre-recorded BBC radio music lesson. The class teacher gave the pupils an opportunity to practise and refine their sounds before they accompanied the song in a performance. Pupils showed a good sense of rhythm, dynamics and tempo and this, along with their evident enjoyment of the activity, helped them to make good progress in their awareness of performing as part of a group.
124. The quality of teaching is satisfactory at both key stages. Teachers do not have specialist expertise but they plan their lessons carefully, using guidance in the subject policy and commercial planning material well to provide activities that successfully

meet the requirements of the National Curriculum. Pupils make satisfactory progress as a result of the continuous and progressive development of skills between year groups. The management and organisation of lessons is good. For example, teachers make effective use of pre-recorded BBC radio programmes as a secure basis for their lessons. They stop the programmes at regular intervals to make teaching points and give pupils the opportunity to practise and refine their skills. Pupils receive a satisfactory range of musical experiences, including opportunities each year to take part in concerts, which are performed to their parents and other members of the local community. Assessment procedures are largely informal, but teachers know their pupils well and plan activities which successfully challenge pupils of different prior attainment.

125. The subject co-ordinator provides helpful advice and guidance to colleagues when they plan their lessons. She manages and maintains the resources effectively, including the development of a collection of examples of music of different styles and from cultures other than European. There is a satisfactory quantity and range of percussion instruments, although there is a limited number of percussion instruments from different parts of the world.

PHYSICAL EDUCATION

126. Standards of attainment at the end of both key stages are above those expected nationally of pupils of their age. Pupils, including those with special educational needs, make good progress. Standards have shown a satisfactory improvement since the last inspection as a result of improved resources and close attention to the teaching of specific skills. The vast majority of Key Stage 2 pupils meet national standards in swimming and many achieve beyond this.
127. Reception and Year 1 pupils develop good levels of body control and co-ordination. They run, jump and stretch confidently, for example, when moving to music in a dance lesson. They make good progress in remembering a series of movements in a sequence because their teacher explains the tasks carefully and gives pupils time to practise and refine their skills. By the end of the key stage, Year 2 pupils show good levels of imagination and expression as they respond to music. Boys and girls perform confidently in front of each other and take pride in their achievements. Most pupils are aware of why it is necessary to warm-up at the beginning of a lesson and to cool down at the end and, in this way, pupils show a satisfactory understanding of the effects of exercise on their bodies.
128. Key Stage 2 pupils sustain energetic activity across a range of tasks and work hard at their activities. They persevere with improving their performance and this good attitude contributes significantly to the good progress that they make. For example, Year 3 and Year 4 pupils in the same class listened carefully to their teacher's suggestions during a dance lesson based on the story of 'Noah's Ark'. They worked very well together in pairs and in larger groups to devise ways of moving like the animals entering the ark and to attain the high standards set by their teacher. Pupils made very good progress in discussing their own and others' performances and suggesting improvements as they responded to the teacher's skilful questioning. By the end of the key stage, pupils attain above average standards in swimming, dance and competitive sports and games as they respond to their teachers' successful teaching of specific skills.
129. The quality of teaching is good at both key stages. Lessons are well planned, with challenging activities for pupils and opportunities to demonstrate their skills to others. Teachers use praise very well to give reluctant pupils confidence and to encourage all

pupils to practise and improve their performance. For example, pupils in Years 2, 3 and 4 in the same class performed a sequence of movements they had learned in a previous lesson. The teacher asked some of the pupils to demonstrate their sequences to the rest of the class. Her positive remarks, coupled with helpful learning points, were successful in promoting greater effort and concentration from all pupils and they made good progress as a result. Skills are taught in realistic and manageable steps and this is effective in helping pupils make consistently good progress between year groups. Very close attention is paid to health and safety, especially when pupils are moving quickly in the hall, where items of equipment are stored around the edges. Procedures for assessing pupils' attainment and progress are mainly informal, but are effective, and teachers use their knowledge of pupils' achievements to match activities closely to their needs.

130. The subject co-ordinator provides positive leadership and has a good understanding of pupils' standards at both key stages. She gives helpful advice and support to colleagues on the suitability of activities for pupils of particular ages and abilities when they plan their lessons and is successful in promoting high expectations amongst staff. Her work has a significant impact upon the good standards achieved. The accommodation is good. The hall is of a satisfactory size and is well used for physical education activities. There is a good sized playground and playing field, both of which are in regular use throughout the year to support a broad and balanced range of sports and games. Resources are adequate and generally of good quality.

RELIGIOUS EDUCATION

131. Standards of attainment at the end of both key stages are broadly in line with the recommendations of the Derbyshire Agreed Syllabus for pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. Standards are lower than they were at the time of the previous inspection when they were reported as above expectations at the end of both key stages. This is partly due to the fact that, although a satisfactory amount of curriculum time is given to the subject, topics are not studied in sufficient depth.
132. At Key Stage 1, pupils make good progress in their knowledge and understanding of the story of the 'Prodigal Son' and understand that parables are 'stories with a message' which can be related to everyday lives. They are beginning to appreciate that their individual actions have consequences for others. By the end of the key stage, they have a satisfactory knowledge and understanding of the Christian virtues of caring and sharing through their study of the 'Good Samaritan'. They have some knowledge and understanding of Judaism through their work on 'Moses' and the 'Ten Commandments'. Work done on celebrations is mainly Christian. Pupils show interest in their lessons and enjoy listening to and recounting Bible stories. Behaviour is good.
133. At Key Stage 2, pupils have very good attitudes to the subject and enjoy their lessons. They show a good understanding of work on happenings regarded as miraculous, from the salvation of Noah to escapes from a plane crash. Teachers cover a wide range of Bible stories in their lessons, and pupils successfully retell accurately the stories of 'Jonah and the Whale', the birth of Jesus and the miracle of the loaves and fishes. Pupils produce reflective writing of a good standard, for example, on belonging, their aspirations for the new millennium or the meaning of the harvest festival. By the end of the key stage, pupils confidently explore and express their thoughts and feelings about 'special places'. They produce accurate drawings of objects observed on a visit to an Anglican church. They have a satisfactory knowledge of Christianity. Pupils know the most prominent events of the Christian year, Christmas and Easter, and are aware that

other religions celebrate a festival of light. Their knowledge and understanding of Buddhism, Hinduism and Judaism, based on visits to a religious education centre in Derby, are satisfactory. Much of the work done in lessons is through discussion or subsumed into personal and social education lessons and so the amount of recorded work is limited.

134. The quality of teaching and learning over time have shortcomings due to the lack of depth of study of some topics, but they are satisfactory overall. In the lessons observed during the inspection, one was very good at Key Stage 1 and the other was satisfactory at Key Stage 2. In the very good lesson, which was linked closely to personal and social education, careful and sensitive teaching encouraged and supported pupils in exploring their personal thoughts and feelings, helping them to respect the values and opinions of others. The lesson at Key Stage 2 allowed pupils to extend and reinforce their previous learning on the extraordinary nature of some events, both old and new. In the limited amount of pupils' recorded work, there is a clear emphasis on the study of Christianity. Other religions receive satisfactory coverage, supported by an annual visit to the religious education centre in Derby. Pupils' work on display fulfils the school's aims and reflects its values and attitudes and celebrates pupils' achievements. Resources are adequate for the delivery of the curriculum, except for a shortage of artefacts representative of major world religions and faiths.