

INSPECTION REPORT

BISHOP PURSGLOVE CHURCH OF ENGLAND AIDED PRIMARY SCHOOL

Tideswell

LEA area: Derbyshire

Unique reference number: 112893

Headteacher: Mrs Jacqueline Teeney

Reporting inspector: Mrs E M D Mackie
23482

Dates of inspection: 27 – 31 March 2000

Inspection number: 190617

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	St John's Road Tideswell Derbyshire
Postcode:	SK17 8NE
Telephone number:	01298 871282
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Appropriate authority:	The governing body
Name of chair of governors:	The Reverend Canon Martin Hulbert
Date of previous inspection:	December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Diana Mackie Registered inspector	Under fives Science Information technology Music	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve?
Tina Bradley Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Roger Linstead Team inspector	English Design and technology Physical education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
Christine Richardson Team inspector	Mathematics Art Geography History Special educational needs	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bishop Pursglove CE Aided Primary School serves a rural community in the Peak District, which includes the large village of Tideswell and other smaller surrounding villages and farms. Many parents work in the nearby towns of Buxton, Bakewell and Chesterfield and the city of Sheffield. There is a mixture of owner-occupied and rented homes. The school is adjacent to an excellent, recently developed sports complex, of which the pupils have full use during the day. There are currently 162 pupils in the school. Education for children under the age of five is provided in the reception class. Most children have not attended nursery schools before commencing full-time education, but many have attended playgroups, some for only one or two sessions each week. The school admits children at the beginning of the year in which they are five. At the time of the inspection there were six children who were not yet of statutory school age. There is a wide range of attainment when children enter the school and attainment is broadly average. Six per cent of pupils are eligible for free school meals and this is well below the national average. Four pupils have statements of special educational need. Nine per cent of pupils are on the register of special educational needs and this is below the national average. There are no pupils from ethnic minority groups.

HOW GOOD THE SCHOOL IS

This is a good school where pupils behave well, have very positive attitudes and achieve above average standards in nearly all subjects. The quality of teaching is consistently good with some very good and occasionally excellent teaching. The headteacher, senior teachers and governors work together as a team to manage the school very effectively. Staff work closely together to support and care for the pupils very well and partnership with parents is of a very high quality. Governors fulfil their duties very well and finances are managed prudently. The school provides good value for money.

What the school does well

- Pupils learn at a good rate, their attainment is good overall and they achieve very good standards in reading and writing by the time they are eleven.
- Teaching is good overall, often very good and occasionally excellent.
- Curricular provision for pupils with special educational needs is very good and the quality and range of learning opportunities, including extra-curricular activities, is very good for all pupils.
- Pupils enjoy coming to school, relationships are very good and the school cares for its pupils very well.
- Partnership with parents is very good.
- The school is led and managed very well by the headteacher, senior staff and governors.
- The school gives good value for money.

What could be improved

- Raise standards further in mathematics at both key stages, as identified in the school development plan.
- Improve outdoor play provision and non-teaching support for children under five.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in December 1996, the school has made significant improvements in curricular provision. Staff have worked hard to develop appropriate policies and schemes of work for all subjects by taking into account current national guidelines and local educational authority advice. The literacy hour and daily mathematics lessons have been introduced very positively and this is having a significant impact on standards. Governors have set budget priorities appropriately for subject co-ordinators to improve resources for design and technology and geography. Standards have improved in design and technology at Key Stage 2 and there are now adequate resources for the subject.

STANDARDS

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

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

The table shows that, compared with all schools, the standards achieved by pupils at Key Stage 2 in 1999 were above average in English and average in mathematics and science. Compared with similar schools, the average points score was average in English, below average in science and well below average in mathematics. The percentage of pupils reaching the expected level (Level 4) was above the national average in English and science and close to the national average in mathematics. Over the past four years, the performance of boys was well above the national average and that of girls was above. In 1999, targets set with the local education authority were met in English but not in mathematics. Targets are much higher this year and the school is on course to achieve them in English. In mathematics, pupils will have to work hard over the next month to reach the higher levels expected.

At Key Stage 1, results in 1999 were average in reading and well below average in writing and mathematics in comparison with similar schools. Over the past four years, the school trend has been close to the national average in reading and mathematics and below average in writing. Standards throughout the school have improved with the introduction of the literacy and numeracy strategies and the school is on course to improve results in the National Curriculum tests for seven-year-olds in 2000.

Standards in information technology are good. Older pupils use spreadsheets, search for information in CD ROMs and use the Internet. In art, geography, history and physical education, standards are good at both key stages. In music, they are satisfactory at Key Stage 1 and good at Key Stage 2. In design and technology, they are satisfactory at both key stages. Overall, pupils make good progress.

Pupils under five make good progress and reach the levels expected in language and literacy, mathematics, knowledge and understanding of the world and creative and physical development. They exceed expected standards in personal and social development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are enthusiastic learners.
Behaviour, in and out of classrooms	Very good. This has a positive impact on pupils' good progress.
Personal development and relationships	Very good. Pupils enjoy coming to school and are thoughtful towards one another.
Attendance	Very good.

TEACHING AND LEARNING

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

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

During the inspection, teaching was excellent in four per cent of lessons, very good in 29 per cent, good in 61 per cent and satisfactory in six per cent. The quality of teaching was similar overall at both key stages, but some excellent teaching was seen at Key Stage 2. Teaching in English and mathematics is good. It has a significant impact on the improving standards at both key stages. In science, teaching is very good and pupils benefit from teachers' provision of interesting activities which motivate them to learn and help them to achieve well at both key stages. Throughout the day, teachers use very effective teaching methods and manage the pupils very well. Literacy and numeracy are developed effectively in all subjects. Teachers prepare work well to meet the needs of different groups of pupils, including those with special educational needs. Pupils make good gains in their learning as a result of good quality teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and the literacy and numeracy strategies have been introduced effectively.
Provision for pupils with special educational needs	Very good. Specific work is set and followed through very effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school gives pupils a clear sense of what is right and what is wrong. Study of the local heritage enriches pupils' education.
How well the school cares for its pupils	Very good. This is a caring school which values its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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Leadership and management by the headteacher and other key staff	Very good. The headteacher gives very good educational direction for the school. She works well with senior staff and governors to manage the school very effectively.
How well the governors fulfil their responsibilities	Very well. Governors are conscientious. They bring considerable expertise into the school and use it very effectively.
The school's evaluation of its performance	Very good. Systematic evaluation leads to the identification of appropriate priorities which lead the school forward.
The strategic use of resources	Very good. The school obtains resources at the most competitive prices and uses them in the best possible way to achieve its aims.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • They feel comfortable in approaching the school with questions or problems. • The school has high expectations of their children. • Teaching is good. • Behaviour is good. 	<ul style="list-style-type: none"> • A small number want to know more about how their children are getting on. • A small number say that the school does not work closely enough with them.

Inspectors agree with most parents' very positive views of the school and judge that partnership with parents is very good. Bearing in mind the very good quality of information sent to parents, regular open evenings and general parental satisfaction with approaching the school with problems, there are satisfactory arrangements for parents to gain information about their children and for the school and parents to work together effectively.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Standards for children under five broadly match those found at the time of the last inspection, when they were typical for their age. By the age of eleven, standards in English are well above average and by the age of seven they are above average. High standards in English have been maintained since the last inspection. Standards by the ages of seven and eleven have declined from good to average in mathematics. Above average standards have been maintained in science, information technology, geography, history, music and physical education. In art and design and technology, standards have improved. Pupils with special educational needs continue to make good progress.

2 In the 1999 Key Stage 2 National Curriculum tests, the percentage of pupils who achieved the expected level 4 or above was above the national average in English and science and close to the national average in mathematics. The percentage achieving the higher level 5 was above the national average in English and close to the national average in mathematics and science. Compared with similar schools, achievements were broadly in line with the average in English, well below in mathematics and below the average in science. Averaged over the four-year period 1996 to 1999, performance in the three subjects was above the national average level. Over the same four-year period, boys performed better than girls in English and science, whilst boys and girls performed equally well in mathematics. Trends over the same four-year period have been roughly in line with the national trend in English, but in mathematics and science they have been substantially downward. Taken together, the school's trend line over the three core subjects has been level compared with a rising trend nationally. The school exceeded targets set with the local education authority for English but not for mathematics in 1999. Challenging targets have been set for the national tests in 2000 and again, the school is on course to reach them in English but not in mathematics.

3 In the 1999 Key Stage 1 National Curriculum tests, the percentage of pupils who achieved the expected Level 2 or above was well above the national average in reading and close to the national average in both writing and mathematics. The percentage achieving the higher Level 3 was above the national average in reading, below in writing and close to the national average in mathematics. Compared with similar schools, the school's achievements were broadly average in reading but well below the average in writing and mathematics. Averaged over the four-year period 1996 to 1999, the school's performance in reading and mathematics has been close to the national average. In writing it has been below the national average. Over the same four-year period, the girls out-performed the boys in all three subjects. Trends in reading over the four years 1996 to 1999 have been significantly upward from well below the national average in 1996 to well above in 1999. In writing, the trend has been roughly in line with the trend nationally. In mathematics, the trend has been downward from well above the national average in 1996 to being close to the average nationally in 1999, with low results in 1997.

4 Children under five enter the school with levels of attainment broadly in line with those expected for their age. In mathematics attainment is below that expected. By the time they are five, children achieve the nationally agreed desirable learning outcomes in language and literacy, mathematics, knowledge and understanding of the world and creative and physical development. Standards in personal and social skills are above those expected. Children make good progress in all areas of learning.

5 Inspection judgement is that attainment in English is good overall by the end of Key Stage 1. It is well above average in reading, above in speaking and listening and in line in writing. By the end of Key Stage 2, attainment is well above average in reading and writing and above in

speaking and listening. Progress is good at both key stages. By the end of both key stages, pupils use their speaking and listening skills effectively to ask questions, explain their work and share ideas. At seven years old, pupils increasingly use a good range of strategies, including letter sounds and context clues, to help them to understand what they read. By the time they are eleven, pupils enjoy reading a wide variety of texts. Most read stories, poetry and non-fiction fluently and accurately and use reference skills effectively to gain information from books. By the end of Key Stage 1, most pupils know letter sounds and use basic grammar correctly and handwriting is usually correctly formed. Increasingly, pupils write for a wide range of purposes and use their writing skills in other subjects. By the end of Key Stage 2, most pupils write with accurate spelling and a clear sense of purpose and style. Literary skills are developed and employed effectively in other subjects.

6 Attainment in mathematics is in line with national expectations at the end of both key stages. Standards have improved during the current year and the school is implementing the National Numeracy Strategy effectively. By the end of Key Stage 1, pupils know and use numbers to 20 accurately and show a good understanding of place value in tens and units. Pupils apply their knowledge of number effectively to other aspects of mathematics. They gain appropriate skills, knowledge and understanding of measurement. By the end of Key Stage 2, pupils do mental calculations confidently and use this skill to enhance their work in all areas of mathematics. Pupils present their work in an orderly way. Appropriate use of numeracy skills in other areas of the curriculum supports the improving standards in mathematics. Good leadership and effective use of analysis of earlier test results have had a positive effect on pupils' attainment.

7 In science, pupils achieve above average standards by the end of both key stages. At Key Stage 1, pupils conduct simple investigations and predict the likely result, and know that push and pull are forces. They know that creatures live in different environments and that good food is necessary for good health. They understand that materials have different properties. By the end of Key Stage 2, pupils have a good knowledge of life processes and living things. Understanding of states of matter is good and pupils know about reversible and irreversible changes. Pupils present their observations, measurements and findings well in tables and graphs.

8 In information technology, pupils attain standards above those expected for their age by the end of both key stages. By the end of Key Stage 1, pupils operate the computer mouse and keyboard confidently. They write simple text to the screen and save and print their work effectively. They use a graphics program effectively, and select appropriate tools for the task. By the end of Key Stage 2, pupils use information technology confidently in a range of subjects. They use a publishing package very effectively to combine text and graphic files and produce a newspaper. In a range of subjects, pupils collect and enter data into a spreadsheet and produce graphs to order information. Monitoring and control aspects of the subject are not so well developed but recent acquisition of appropriate equipment, together with staff and pupils' good levels of expertise, give the school a good capacity to improve.

9 In music, pupils achieve good standards by the time they are eleven and they love singing and performing. Standards and progress are good at both key stages in art and pupils acquire expertise in a wide range of techniques. In design and technology, there have been improvements since the last inspection. Standards are satisfactory and the subject is closely linked with the school's curriculum for art. Standards are satisfactory at both key stages in geography and history. In these subjects, progress is supported effectively by teachers' good preparation of resources and the use of topics which are relevant to pupils' own lives. In physical education, children at both key stages achieve good standards because of good teaching and excellent outdoor facilities.

10 The school organises groups well so that pupils of all abilities make good progress. There are appropriate tasks and differing levels of support to ensure that all pupils are able to build effectively on their previous learning. The school makes good use of assessment information to

set targets and to identify pupils who may need additional support. Pupils with special educational needs make good progress towards the targets on their individual education plans. In most lessons, higher attaining pupils produce work of high quality but occasionally they need more challenge. No difference was noted in the attainment of boys and girls.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

11 Pupils' attitudes, behaviour and personal development are very good throughout the school. This concurs with parents' views. The high standards observed on the last inspection have been maintained. Parents are happy with the standards of behaviour and report that their children like to come to school.

12 Children respond well to the class routines in the reception class and establish effective relationships with the staff and other children. They develop a clear understanding of what is right and what is wrong and demonstrate an increasing level of independence and concentration.

13 Throughout the school, pupils have very positive attitudes to learning. They are interested in their work and are delighted to discuss what they are doing and share their activities, such as presentations of their findings in geography, with visitors. They become motivated and quickly involved in a wide range of interesting and stimulating activities, for example matching numbers in mental mathematics. In the literacy hour, pupils enjoy sharing books and try hard to answer questions. They usually settle quickly to lessons, get on with the tasks given to them and show growing confidence and adaptation to new routines. They are learning to work independently when the teacher is talking to other groups.

14 Behaviour in and around the school is very good. Pupils of all ages clearly understand what is expected of them and this has a very positive effect on their behaviour. They are polite and very proud of their school. Entry into assembly is calm and controlled and pupils show a high level of respect during prayers and when listening to a speaker or watching others perform. There is a noticeable respect for property in lessons where pupils take good care of books, photographs and magnifying lenses. Pupils play well together in the playground area and lunchtimes are pleasant, sociable times.

15 There is no evidence of bullying, sexism or racism. All pupils know that they have equal opportunities to join in all activities and report that anything that does occur is dealt with speedily and effectively. Attendance is very good and there were no exclusions last year.

16 Relationships between pupils, and between adults and pupils, are very good. Pupils work well in groups, for example when looking at photographs of the floods in Tideswell in geography, or when preparing a dance for an assembly. They work happily alongside each other and help each other; for example, by pointing out the place on a page or taking an upset younger child out to find his lost jumper. When playing football at playtime, pupils quickly gathered around the goalkeeper who was accidentally hit by a ball when it rebounded off a post. They checked that he was not hurt. Pupils develop trust in each other in team building activities during a residential visit.

17 Pupils show respect for other people's differences and feelings. Those with special educational needs are fully included in the life and activities of the school and their need for additional support and care is understood and accepted. On a recent visit to Leicester to look at places of worship for people from other cultures and religions, pupils felt that they had a greater understanding now "because it was people actually talking about and showing us what was special to them."

18 Pupils willingly, sensibly and proudly take on many responsibilities around the school and grow in confidence as they get older. They are involved in daily routines such as taking the day's menu round the school, getting the hand bell to be rung at the end of play and helping during assembly. Older pupils help in other classrooms and at the weekly Toddler Group. Pupils

discuss their roles in the production of the school newspaper with calm assurance and get on with their word-processing or proof reading without fuss.

HOW WELL ARE PUPILS TAUGHT?

19 The overall quality of teaching is good and it is a strength of the school. It is a major factor which contributes favourably to the pupils' good attainment and progress and it has been maintained since the last inspection. Four per cent of the teaching seen was excellent, 29 per cent was very good, 61 per cent was good and six per cent was satisfactory. There was some excellent teaching at Key Stage 2, but otherwise there was little difference in quality between the key stages. In the best lessons throughout the school, challenging tasks, teachers' enthusiasm, very good management of activities and very good use of time ensured the good progress of pupils. Teachers probe pupils' understanding and extend their learning in a consistent way. They share the lesson objectives with the pupils so that there is a sense of purpose in the classrooms. All teachers work very hard, and so do the pupils. Very good relationships with pupils are positive features in all classes and these ensure an encouraging atmosphere where pupils believe they can do well and strive hard to do so.

20 The overall quality of teaching of children under five years old is good, with close adherence to the recommended areas of learning. There is a secure understanding of the needs of young children, and the planning of work is very good, with clear lesson objectives. There are very good relationships between staff and children, and non-teaching support makes a valuable contribution to the children's progress.

21 Teaching in English is particularly strong in reading, when pupils learn effectively as they are taught in groups by levels of attainment. They read large printed texts together and benefit from the teachers' emphasis on letter sounds, patterns of letters and punctuation. Literacy is promoted well in all subjects so that pupils have good levels of vocabulary to express their views and ideas. Reading skills are developed well through research, and teachers encourage pupils to write for a wide range of purposes. Teaching of numeracy is good, with strong emphasis on mental arithmetic and problem solving so that pupils develop effective investigative skills. Pupils' good progress in most subjects reflects the good teaching. High expectations are a positive feature in lessons for the under fives and at both key stages. Teachers manage pupils very well and pupils are expected to behave well, get on with their work and be responsible for their own lesson materials. This helps pupils to learn at a good rate and to become increasingly independent. Probing questions encourage pupils to be reflective, to consider alternatives and to remember facts so that they build consistently on prior learning. At both key stages, teachers and pupils work together to set firm and fair rules and these are followed well. Praise and encouragement are used effectively to maintain high standards and foster good discipline.

22 There is good liaison between all staff who work with pupils with special educational needs. Teachers take account of the clear and achievable targets in individual education plans so that pupils make good progress. When they are withdrawn from the classroom for individual work, pupils benefit from the good support from experienced and skilled teachers.

23 The quality of teachers' planning is very good throughout the school and reflects their good levels of subject knowledge and understanding. Clear objectives are linked effectively to the National Curriculum and teachers use a helpful common format for planning so that pupils experience consistently well organised lessons. Teachers work effectively in teams to prepare long, medium and short-term plans of good quality and these relate well to each subject or area of learning. Information technology is incorporated well into plans so that pupils gain maximum benefit from computers. Regular investigative work in mathematics and science is organised very effectively so that pupils increasingly think for themselves and try to solve problems. Subject co-

ordinators bring a sense of rigour to specific lessons in which their knowledge and understanding are strong.

24 The methods and organisation employed for the under fives and at both key stages are very good. Throughout the school, the teachers' secure subject knowledge is linked to high quality questioning which probes pupils' understanding and extends their learning. The use of correct vocabulary in lessons such as science sets high standards for pupils. Review sessions are used effectively at the end of most lessons to consolidate what pupils have learned. Literacy and numeracy are used and developed well throughout the school day and teachers continually look for opportunities to link subjects in order to bring relevance to pupils' learning.

25 In most lessons throughout the school, there is a good balance of highly concentrated work and opportunities for pupils to engage in relaxed, open discussions. Teachers manage mixed-age classes very well and group work is managed very effectively. There are appropriate tasks for pupils of different attainment and differing levels of support ensure that all pupils make good progress. On a few occasions at Key Stage 2, there is insufficient challenge for higher attaining pupils. For example, tasks set for extended work are sometimes more suitable as initial activities, or additional activities are not sufficiently specific to engage pupils in rigorous research. Good displays of pupils' work are used effectively to reinforce what the pupils have learned, raise their self-esteem and convey a sense of value and appreciation.

26 Resources are used well in lessons. Teachers deploy support staff well and they are appropriately involved in planning so that lesson objectives are met. Support for pupils with special educational needs is good, and classroom assistants work effectively with teachers to help pupils to achieve the targets in their individual education plans. Equipment for activities is prepared well, and staff make very effective extra resources to support their teaching. They have made innovative games to extend and enhance learning in literacy and numeracy. In science, teachers use the school grounds imaginatively to enrich pupils' knowledge and understanding of the creatures and plants around them and to promote pupils' interest in the environment. In geography, the extensive use of diagrams, maps and photographs has given pupils a confident approach to analysing material for information. The teachers' use of time is good in most lessons and there is a brisk pace so that pupils are continually involved.

27 Teachers' day-to-day assessment procedures are good throughout the school. In the best lessons, teachers work with pupils to set targets against which the pupils themselves see progress. Many lesson plans show reference to earlier lessons, so that pupils build on prior learning systematically. Marking is generally good but at Key Stage 2 it does not always give pupils guidance on what they have to do to improve. Teachers' very good knowledge of pupils and their good questioning are major positive features which promote good levels of learning. Information is used effectively by teachers to plan future lessons. Teachers make sound use of homework for all age groups. Older pupils are expected to keep regular homework diaries and take responsibility for completing their work.

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

28 The quality of the curriculum has improved since the last inspection. This is mainly because there are now detailed schemes of work for art, design technology, geography, history, music and physical education. The school provides interesting lessons for pupils of all attainments in the subjects of the National Curriculum subjects. The school's curriculum fully meets statutory requirements. There is a daily act of collective worship of a broadly Christian character.

29 There are particular strengths in personal, social and health education, the reading

programme, physical education and provision for pupils with special educational needs. With the exception of some aspects of outdoor activities, the curriculum for children under five is good. The school appropriately gives about half the weekly lesson time to English and mathematics, to meet its own and national priorities. Information technology is developed effectively through work in most other subjects. Pupils' personal, social and health education programme includes sex education appropriate to pupils' ages and awareness of the dangers of drugs. The school effectively presents many subjects through topics, so as to broaden and deepen pupils' knowledge and understanding. For example, pupils in the second half of Key Stage 2 study both the history and geography of their village and its landscape.

30 Provision for special educational needs is very good. Pupils receive special help in lessons and are supported well by carefully planned programmes. Teachers and educational support staff are involved in the preparation and review of good quality individual education plans.

31 The curriculum for children under five closely follows national guidance and the helpful policy follows the school's aims. The current long-term plan provides a practical framework to support learning in a systematic way. It is based on topics which are relevant and stimulating for the children. Children start the National Curriculum appropriately in the term after their fifth birthday, or earlier if they are ready to do so.

32 Pupils have English lessons in both class and attainment groups. All pupils therefore have the advantage of two English lessons on most days. The school divides work from the National Literacy Strategy very nicely between these two sets of lessons. Mathematics is taught effectively through the National Numeracy Strategy.

33 The school plans the curriculum appropriately to meet the needs of the different age groups of pupils in each class. Science and foundation subjects are planned in two, three or four year cycles so that pupils cover all the programmes of study. Planning is adjusted when classes are reorganised each year so that work is matched to pupils' attainment and special educational needs. Planning is particularly well organised in literacy lessons at Key Stage 1 and in reading groups throughout the school.

34 The school continues to provide a very good programme of extra-curricular activities in the course of the school year. The superb village sports complex provides opportunities for activities such as football, tag rugby, netball, tennis and roller-skating. There is an annual sports day and school teams compete in a number of local school football and tag rugby tournaments. In addition, pupils take part in maypole and country dancing, band, choir, subsidised instrumental tuition and extra classes in English and mathematics. During the inspection, a large group of older pupils took part in a residential two-day outdoor activities course. Pupils at Key Stage 1 practised their dance routines for the forthcoming production of 'A Midsummer Night's Dream'. These activities have a positive effect on pupils' attainment and progress in academic subjects and in their personal and social development.

35 Educational visits and very good use of the rich local environment, both on and off site, enhance the curriculum in a broad range of subjects. The school has very good links with its community and the secondary school to which most pupils transfer. A good variety of visitors enliven the curriculum with their expertise and there are strong links with the parish and church activities. Visitors from other local churches lead assemblies from time to time.

36 The school continues to cultivate pupils' personal development and the aim to promote pupils' spiritual, moral, social and cultural development is met very well. Arrangements for transfer to secondary school are planned well so that pupils look forward confidently to the next stage of their education.

37 Provision for pupils' spiritual, moral, social and cultural development is very good. There is good provision for pupils' spiritual development. Well-chosen music, Christian artefacts and times for quiet reflection add a spiritual dimension to most assemblies. Religious education

lessons give all pupils growing understanding of major human beliefs. Pupils visit the parish church and other local churches to gain a better understanding of the role of religion in their own community. Pupils in Key Stage 2 recently visited the places of worship of the Hindu, Sikh, Jain and Jewish communities in Leicester. Their letters of thanks after the visits demonstrated their increased interest and understanding of religions which they had been studying at school.

38 The school promotes pupils' moral education very well. Staff are good role models so that pupils value others as the school values them. Pupils understand the simple rules and each class draws up its own charter. In stories, religious education lessons and daily conversation, teachers build pupils' understanding of the principles which separate right from wrong. Children under five are encouraged to be reflective and to be considerate for one another and pupils quickly come to understand the need for helpfulness, kindness and taking turns in the classroom. Very good relationships allow teachers to guide each pupil's moral development securely. A pupil said: 'Teachers tell you off nicely.'

39 The school develops pupils' social skills very well. Teachers provide many opportunities for pupils to take appropriate responsibilities. These include preparing the hall for assemblies, looking after registers, taking part in productions, working with younger pupils, keeping the school tidy, help with computers and giving out books. Each week, groups of pupils of all ages rehearse and present dance routines to round off the Friday celebration assembly. The school expects pupils to book their performance day and the diary is full until the end of the school year.

40 The school promotes pupils' cultural development very well. Teachers surround pupils with high quality displays of work done in a variety of subjects. In English, pupils are encouraged to appreciate poetry and write imaginative work of their own. Local enthusiasm for football leads to colourful imaginary accounts from the school's young journalists of the village team beating Manchester United. The school takes part in local traditions such as the famous Tideswell well dressing and the "clypping" of the church on its birthday. All pupils take part in the school's annual musical productions, with increasing responsibilities as they grow older. A deeper understanding and appreciation of art and music is developed through the study of significant works by famous artists and composers. Through religious education, displays, visits and discussions, the school has sensitively increased pupils' awareness of the richness of the cultural and ethnic diversity of Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41 Arrangements to monitor health and safety in the school are very good and have improved since the last inspection. Arrangements for child protection are also very good. Staff take part in regular training in first aid and are very well informed about the specific medical needs of pupils.

42 Pupils with special educational needs are very well supported in school. Relationships between these pupils and staff are very good and often exceptional so that learning takes place in a purposeful and motivating atmosphere. The school provides appropriate sex education and drugs awareness for its pupils as agreed by the governing body.

43 The school monitors attendance well and requires immediate notification by parents if their children are absent. The education welfare officer assists the school by investigating any concerns and by supporting families when there are problems. Behaviour is monitored well. Pupils are rewarded regularly for being thoughtful or well mannered and for academic effort. Certificates are awarded in assemblies and teachers are encouraging in lessons. Classroom assistants give very good support during group work. The school employs good strategies to eliminate oppressive behaviour or bullying. Parents feel that the school supports their children well.

44 There are very good procedures to promote pupils' academic and personal development. Pupils receive very good support and advice and the school has effective strategies to help them to develop as individuals. The behaviour policy is implemented well and pupils are helped through periods when there are problems. There are very good systems and procedures for the assessment and monitoring of pupils' work and these are used consistently throughout the school. The school makes very good use of information from assessments to identify needs and adjust the teaching programme accordingly. Information is used to form groups by ability in English and mathematics and for targeting particular groups for additional support. This has been effective in raising standards, particularly in reading. Pupils' national test results are projected and pupils' attainment and progress are tracked through the school very well. Assessments of pupils with special educational needs are carried out appropriately and teachers are well aware of their targets and programmes. Staff work well together to monitor and assess pupils' work and learning and share the information gained well. The school complies fully with the Code of Practice and liaises well with external agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45 The school has maintained the very effective partnership with parents identified in the last inspection report. The majority of parents have positive views about the school. Most parents believe the school works well with them to support their children's learning and inspectors concur with this view.

46 There are very good links with parents of children under five and they are encouraged to support their children with reading and topic work. The school makes appropriate arrangements for the induction of children into the reception class, with initial visits and discussions with parents to ensure that children enjoy coming to school.

47 Helpful information about the curriculum gives parents the opportunity to be involved with their children's learning. The Friends of the School promote strong ties between school and home. Pupils benefit from extra resources provided through fundraising. The community as a whole considers the needs of the pupils at this school and works in partnership with the headteacher and staff to encourage pupils in their learning and to participate in village life. This involvement has a very good impact on the work of the school by enriching curricular opportunities and enhancing pupils' social development.

48 Parents receive very good quality information regarding the work their children do and the progress they make. There are letters to parents describing the work to be carried out through topics and very good information to assist parents in the interpretation of attainment levels. Many of the reports to parents are individual and sensitive to the pupil's personal development. Reports focus very well on what the pupils can do and identify National Curriculum attainment levels in English, mathematics and science. Some reports contain self-evaluation by pupils when they set targets for themselves for the forthcoming academic year. This helps them to be aware of their own progress. Targets set by teachers to advise parents on how their children might improve are underdeveloped.

49 The school, parents and pupils contribute well to home-school agreements which confirm their intention to work in partnership. Parents are appropriately invited to school twice a year to discuss their children's progress and annual reports. Most parents are satisfied with the amount of work their children are expected to do at home. Inspectors judge that the amount of homework required of pupils is appropriate for their ages and promotes independent learning skills to prepare pupils for their secondary education.

50 Parents of pupils with special educational needs are kept fully informed and have good opportunities to discuss targets and reviews with the school. Good dialogue is maintained between home and school, which has a significant impact on learning. The 'Good News Book'

used by staff and parents provides an excellent record of daily progress.

51 Parents are encouraged to contribute to their children's learning and they are informed appropriately about how much homework their children are expected to do. They were advised of the literacy and numeracy strategies to be used in school, and a good number of parents give valuable help in the classrooms with computer work and practical activities. They also accompany classes on educational visits.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52 The school is very well led and managed. The energetic headteacher visibly demonstrates her commitment to high standards in all areas of school life and provides very good educational direction for the school. She is very ably supported by the deputy headteacher and senior members of staff. They lead by example and work as a team with teachers and all other staff to reflect the school's aims and organise sustained high quality educational provision for the pupils. Governors fulfil their duties very conscientiously and use their skills very well in the service of the school. Meetings are very well prepared and reported through the dedicated work of the clerk to the governors. There are appropriate committees to manage school business and named governors for special educational needs, literacy and numeracy fulfil their roles very well. Management of the school's programme of learning for children under five is very good; teaching and non-teaching staff have a clear sense of direction, and the school's aims and objectives are followed with commitment. Governor training has been managed very effectively so that new members are well informed about current issues. Relationships between the headteacher, staff and governors are very good, and together they have tackled difficult issues resolutely.

53 The role of co-ordinators has been developed effectively so that they play an important part in school management and the raising of standards. Co-ordination of provision for special educational needs is very good. The role of the deputy headteacher is well established and his expertise is harnessed very effectively to provide an excellent process for staff development. This is a school which is committed to improvement and every member of the community is involved. The school has achieved the 'Investor in People' award. Training is planned to meet the learning needs of pupils and the professional development of every member of staff. There is an appropriate appraisal policy and the provision of information and guidance for teachers new to the school, including newly qualified teachers, is excellent.

54 The monitoring of teaching and learning is very good. The headteacher, co-ordinators and governors visit classrooms with clear criteria for observations. Appropriate feedback to individuals and to the whole staff and governing body helps the school on a continuous and well-sustained path of improvement. Discussions lead to ideas which are incorporated into future planning and this has had a beneficial effect on standards at both key stages. Robust analysis of results in national tests gives staff and governors clear indications of the school's strengths and weaknesses in English, mathematics and science. Recognition of the need to improve standards in mathematics has led to the organisation of groups so that pupils are taught with others of similar attainment. This has a positive effect on pupils' attainment and progress.

55 Strategic management is of a high quality and there is a strong framework for regular evaluation of all areas of school life. This gives the school the ability to pinpoint its strengths and weaknesses and identify priorities for improvement or development. These are clearly outlined in the school development plan. Developments to help the school to reach targets set with the local education authority are also appropriately included.

56 There are sufficient suitably qualified teachers to meet the needs of the National Curriculum, religious education and children under five. There was parental concern about the school's recent staffing difficulties. Inspectors judge that governors have managed these effectively and pupils are taught well. Non-teaching support for children in the reception class is

insufficient, particularly at the beginning of the school year, when many are under five. Classroom assistants make a valuable contribution to the learning of pupils throughout the school.

57 Accommodation is good for the effective teaching of the National Curriculum and classrooms are of an adequate size for the age of the pupils. The accommodation is kept clean and warm by the conscientious caretaking staff. The school benefits from adjacent sports facilities of excellent quality and this has a beneficial effect on the teaching of physical education. The provision of learning resources is good for the teaching of most subjects and for pupils with special educational needs. The school has identified that there is insufficient outdoor play equipment for children under five so that they have opportunities for more imaginative and robust activities. The school's fundraising committee makes a valuable contribution to the enhancement of resources for learning. Equipment is used, managed and stored well.

58 The school makes good use of new technology for administration, and up-to-date information from the local education authority is used effectively for budgeting, accounting and invoicing. Information technology is employed to make useful materials to support pupils' learning and word-processing enhances the clarity and quality of teachers' planning. Pupils are increasingly widening their learning through the use of CD-ROMs, e-mail and the Internet. Data analysis is improving assessment of pupils' progress and needs. The school makes good use of local and national data to assess and compare its own performance. Staff and governors analyse results in national tests and look carefully at the best ways of improving standards from a range of options, for example by increasing the number of classes

59 Strategic financial planning is appropriately linked to the school's development plan. Priorities focus on addressing the issues raised in the last inspection and raising standards in English, mathematics and science. Carry-forward funds are identified to provide an additional class and improve non-teaching support for pupils. Specific funding for newly introduced 'booster' classes has not been fully spent. These classes provide additional support for pupils in English and mathematics to help the school to raise standards in national tests. Some of the funds will be carried forward to the next financial year and spent in the summer term. Funding for pupils with special educational needs is spent appropriately on non-teaching support and specific learning resources. Staff and governors are highly successful in attracting and raising extra funds of all sorts. Two large national concerns sponsored the school prospectus, improving its quality.

60 Recommendations in the last auditor's report have been dealt with appropriately. Day-to-day administration is effective and contributes to the efficient running of the school. The headteacher and the school secretary organise the school accounts satisfactorily and clear procedures are in place for the management of ordering materials and making payments. The school obtains resources at the most competitive prices and uses them in the best possible way to achieve its aims. The school continues to give good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61 The school should now :

- (i) Raise standards further in mathematics at both key stages, as identified in the school development plan, by:
 - continuing to implement the National Numeracy Strategy rigorously;
 - continuing to use analysis of results in national tests to identify strengths on which to build and weaknesses to overcome.
(Paragraphs 1, 2, 3, 86, 87)
- (ii) Improve provision for children under five by:
 - providing appropriate outdoor play equipment, as identified by the school;
 - increasing non-teaching support.
(Paragraphs 56, 57, 67, 71)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

62 The following should also be considered by the school for inclusion in the action plan:

- (a) Ensure that higher attaining pupils are challenged in all lessons.
(Paragraphs 10, 25, 84, 128)
- (b) Increase opportunities for monitoring and control in information technology as equipment becomes available.
(Paragraphs 8, 126)
- (c) Develop further the practice of setting targets on annual school reports so that parents can see where their children need to improve.
(Paragraph 48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	29	61	6	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)	N/A	162
Number of full-time pupils eligible for free school meals	N/A	10

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	14

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	2
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.0	School data	0.0
National comparative data	5.4	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	18	10	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	14	15
	Girls	10	10	10
	Total	27	24	25
Percentage of pupils at NC level 2 or above	School	96 (83)	86 (88)	89 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	10	9	10
	Total	25	24	25
Percentage of pupils at NC level 2 or above	School	89 (81)	86 (85)	89 (88)
	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	16	11	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	9	6	10
	Total	22	19	24
Percentage of pupils at NC level 4 or above	School	81 (80)	70 (76)	89 (92)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	9	6	10
	Total	22	19	24
Percentage of pupils at NC level 4 or above	School	81 (80)	70 (80)	89 (88)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	162
Any other minority ethnic group	0

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 refers to pupils of compulsory school age only.

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)	6
Number of pupils per qualified teacher	27
Average class size	32.4

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	25

FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	247,578
Total expenditure	249,901
Expenditure per pupil	1,543
Balance brought forward from previous year	1,218
Balance carried forward to next year	- 1,105

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	120
Number of questionnaires returned	110

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	46	5	2	0
My child is making good progress in school.	48	47	2	1	2
Behaviour in the school is good.	47	50	1	0	2
My child gets the right amount of work to do at home.	31	56	7	2	2
The teaching is good.	61	35	3	0	2
I am kept well informed about how my child is getting on.	39	46	7	5	3
I would feel comfortable about approaching the school with questions or a problem.	71	28	0	1	0
The school expects my child to work hard and achieve his or her best.	70	25	4	1	0
The school works closely with parents.	31	56	10	0	3
The school is well led and managed.	62	31	2	0	5
The school is helping my child become mature and responsible.	49	44	3	0	5
The school provides an interesting range of activities outside lessons.	45	46	4	5	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

63 Education for children under five years old is provided in the reception class and they start school in the September after their fourth birthday. For some, this means that they have only one term's education before they start the National Curriculum. Most enter with overall levels of attainment which are in broadly in line with those normally seen in children of this age. Assessments on entry indicate that personal and social development is above the level expected and mathematical development is below. Children make good progress in personal and social development, language and literacy, knowledge and understanding of the world and creative and physical development. They make very good progress in mathematics and, by the time they reach statutory school age, children achieve the six nationally agreed learning outcomes for five-year-olds, exceeding them in personal and social development.

Personal and social development

64 Children achieve good personal and social skills because of good teaching and support. The reception class provides a secure environment where children soon settle into the class routines and establish effective relationships with the staff and with other children. They ask for help confidently and develop increasing levels of concentration and perseverance. They are independent in their dressing and in personal hygiene, and choose activities with confidence. There is a clear understanding of what is right and what is wrong, and children respond positively to gentle reprimands. They share equipment fairly and take turns well in games. They are keen to talk about their work and show what they can do.

Language and literacy

65 Speaking and listening skills develop well and children use them effectively to make contributions in class discussions and to extend their learning in all subjects by asking questions. The teaching of language and literacy skills is good and the children's vocabulary increases to include words which support learning in all subjects. Children handle books with care, recognise frequently used words in simple texts and higher attaining children build simple words from letter sounds. They listen with interest to recorded stories and follow texts as they do so. Children trace and copy the teacher's writing accurately, and most write their names with correctly formed letters. By the time they are five years old, higher attaining children achieve well. They write simple sentences independently and their language and literacy skills are above those expected for their age.

Mathematical development

66 Children make very good progress in the short time before they start the National Curriculum and achieve appropriate mathematical skills and understanding through a wide range of activities. They count, sort and match objects, and place them in sets. They repeat sequences of colours when copying patterns. They play counting games confidently and watch to see that other players are counting properly. They are familiar with larger numbers from their everyday lives and higher attaining children join with older pupils to write numbers up to a hundred. They develop mathematical and scientific language as they play with sand, wood shavings and water. Children know the names of simple shapes and place them in sets correctly. They show good understanding of adding and subtracting when they investigate sets of objects. All children respond well to the good teaching of mathematics and higher attaining pupils exceed the levels

expected.

Knowledge and understanding of the world

67 The school provides good opportunities for children to develop their knowledge and understanding of the world. They investigate to find out more about life and living things. They plant bulbs and seeds and learn about root, shoots and flowers. In a science lesson, children learned about the senses as they tried to identify different kinds of crisps by smell and taste. They develop early geographical skills when they learn about the weather. In history, children become more aware of the passage of time as they learn about the seasons, the months of the year and the sequence of events in stories. Children use construction kits effectively to make simple models which reflect what they see in everyday life and what they imagine from stories. They operate the computer confidently and use the computer mouse effectively. Higher attaining children copy simple text quickly and accurately - for example when they make cards for Mothering Sunday. Teaching is good and activities are stimulating and appropriate for the age group.

Physical development

68 Good teaching and planning ensures that the children have a satisfactory range of opportunities to develop physical skills. There are physical education lessons, including sessions on climbing apparatus in the hall, and children share playtimes with six and seven-year-olds. They play safely as they run and jump with confidence in the playground; they are well coordinated and use space well. Opportunities for imaginative and robust outdoor play are restricted by the lack of equipment such as climbing frames or wheeled toys. Children have good manipulative control as they play with modelling kits. In art and technology lessons, children use tools such as paintbrushes and scissors effectively. Most children have effective pencil control by the time they are five years old.

Creative development

69 By the time they are five, children work in two and three dimensions and use a wide range of media including paint, crayon and collage to make pictures and models with a range of textures. They illustrate their written work with lively drawings. Good, sensitive teaching encourages the children to observe carefully and use their observations to enhance their drawing and painting. They make effective simple musical instruments and paint clay pots to represent pots of gold to put at the end of a rainbow. In music, children sing repetitive songs with enthusiasm and play percussion accompaniments rhythmically. In assemblies, they listen to music attentively and join with older pupils to sing hymns confidently. Imaginative skills develop well as children play in the home corner or pretend to read the weather news in the business-like weather studio. As part of the school tradition, children develop performance skills when they take part in major annual productions.

70 The quality of teaching is good, with very good development of children's vocabulary in all subjects. This has a very positive effect on the children's learning. There is a very clear understanding of the needs of young children and activities provided for them are challenging and motivating. Because of good guidance and appropriate work, children concentrate for increasing lengths of time and behave well. Learning objectives are clear in the very good planning and the needs of different groups are well met. Creative work is linked effectively to other areas of the curriculum to enhance learning and bring relevance to what children are doing. Activities are prepared thoroughly and children get on with activities at a good pace. The classroom assistant is well deployed so that children gain maximum benefit from her support. Relationships between staff and children are very good and there is a happy and encouraging

atmosphere in the classroom. As a result, children enjoy coming to school and show enthusiasm for their work. The regular support of a good number of committed parents has a positive effect on children's progress in practical activities.

71 The management of education for children under five is very good. The curriculum clearly meets national requirements, and children are introduced to the National Curriculum and the literacy hour appropriately. Long-term planning provides a practical framework to support systematic learning. There is appropriate assessment of children's achievements soon after they start school and the teacher keeps good records which are shared with parents and reflected in end-of-year reports. Assessments are used very effectively to inform the teacher's planning. There are appropriate links with the special needs co-ordinator in the school and with outside agencies to support children with special educational needs when appropriate.

72 Indoor provision is satisfactory and learning resources are adequate, but there is insufficient outdoor equipment for children to enjoy climbing and playing with wheeled toys, especially in the winter months when they spend most of the daylight hours at school. This was also identified in the last inspection. The amount of non-teaching help – four and a half hours each week – is too little, especially at the beginning of the school year when many of the children are only four years old. The school environment is used well to support learning. There are very good links with the local playgroups and children are introduced to the full school day sensitively. Parents are very supportive of the work done by the school, and links with home are enhanced through early reading diaries and information about the curriculum.

ENGLISH

73 The school maintains the good standards found at the last inspection and by the end of Key Stage 2, pupils' standards in reading have improved from average to well above average. Literacy is developed well throughout the school and English skills are used well to support other subjects. Pupils with special educational needs make good progress at both key stages.

74 The 1999 National Curriculum tests for eleven-year-olds show that pupils' performance in English was above the national average and broadly in line with the average for similar schools. In the same year, tests for seven-year-olds show that pupils' performance in reading was well above the national average and broadly in line with results from similar schools. Achievement in writing was below the national average and well below the average for similar schools. Teacher assessment of speaking and listening skills showed that pupils' attainments were above the national average. Girls achieved slightly higher standards than boys in these tests, following a national pattern.

75 The findings of the inspection show that by the age of eleven the achievement of pupils is well above the national average in English. It is well above average in reading and writing and above the national average in speaking and listening. The difference between inspection findings and national tests by the end of Key Stage 2 is due to the increasing impact of the National Literacy Strategy, very effective support for lower attaining pupils, and the smaller number of pupils with special educational needs in the current Year 6 group. By the age of seven, the performance of pupils is above average in English overall. It is well above average in reading, average in writing and above average in speaking and listening. The difference between inspection findings and national test results in writing is due to improved teaching. This has widened pupils' vocabularies and increased their use of describing words.

76 Standards achieved by the end of Key Stage 2 over the four-year period 1996-1999 were above the national average. Over the same period, the performance of boys was well above the national average. The findings of the inspection show that girls now achieve slightly higher standards than boys, following a national pattern. The main reason for this change is the

school's careful analysis of boys' and girls' attainment. As a result, teachers are careful to ensure that boys and girls have equal attention in the classroom.

77 By the end of Key Stage 1, standards in speaking and listening are above average. This is because teachers ensure full concentration at the start of lessons, speak very clearly to pupils, listen to all they say carefully and question skilfully. Pupils then listen well to teachers' explanations of new learning and what to do. Nearly all pupils say clearly what they notice, feel, think and remember. Listening develops well in reading groups because teachers use interesting books matching pupils' attainment. Pupils listen to each other carefully when working together and they remember not to call out in whole class discussions.

78 By the end of Key Stage 2, pupils achieve above average standards in speaking and listening. They express their views confidently and their discussions often improve learning. For example, pupils in Years 5 and 6 discovered more detail when they shared their interpretations of aerial photographs. Pupils also come to appreciate others' insights through lively discussions in reading groups. They justify and give evidence for their own views; for example when they describe characters and motives in stories. Nearly all pupils speak openly and helpfully to visitors. They also understand the need for formal English and use it appropriately. Above average vocabularies increase the rate and breadth of their learning.

79 By the end of Key Stage 1, reading standards are well above average. Skilled teaching of letter sounds and patterns enables nearly all pupils to read simple text by themselves. They also read their own writing and sometimes spot little mistakes, or notice that they have left something out. All pupils know the names and uses of different parts of books. They understand terms such as 'index', 'glossary' and 'contents, for example. Higher and average attaining pupils use alphabetical order to find meanings and some spellings in simple dictionaries. All learn effectively from signs, labels and worksheets and follow simple directions on computer screens.

80 By the end of Key Stage 2, reading standards are well above average. Pupils read fluently, accurately and expressively. Most read regularly at home for enjoyment and sometimes to find more information about school topics and interests. Regular practice in redrafting improves attention to detail when they read their own writing. Higher and average attaining pupils pick up small clues in text to discover fuller meanings. All pupils have satisfactory library skills. They use skimming and scanning skills well to track down information from books, CD-ROMs, and sometimes the Internet.

81 By the end of Key Stage 1, pupils achieve average standards in writing. They form letters carefully, write on the lines and space words out. Nearly all write in sentences with capital letters and full stops. Higher attaining pupils use commas and question marks. Pupils write in an appropriate range of forms: accounts of stories and holidays, letters, poems and descriptions of what to do. For example, Year 2 pupils wrote a list of instructions describing how to make a sandwich, and letters of complaint from father bear to Goldilocks' parents. Standards of presentation are sound. When pupils make the move to joined-up writing, the standard of handwriting is good.

82 By the end of Key Stage 2, achieve well above average standards in writing. Because reading standards are very good, pupils use a wide vocabulary. They write well and efficiently to order, record and so remember new learning, particularly in science, geography and history. Pupils punctuate and construct different types of sentences very well. They paragraph and organise imaginative stories and poems accurately, using speech, description and narrative to achieve particular effects. Pupils use a good number of forms of writing; for example, newspaper articles, poems, stories, eyewitness reports, persuasive letters and drama script. All pupils' writing benefits from regular weekly learning of spellings throughout the school, and sound development of planning and drafting skills.

83 Pupils' attitudes and behaviour and personal development in English are very good. They take care over the presentation of their work. Nearly all find increasing personal satisfaction in reading as they grow older. There is a lot of enthusiasm in reading groups as pupils and teachers explore text together. Concentration on individual reading and writing tasks is very good. At both key stages pupils are confident and industrious learners. For example, younger pupils copy new letters with increasing speed, enjoyment and accuracy. Year 6 pupils work efficiently and independently through each registration period, correcting, practising spellings and reading. Both the youngest and oldest have business-like attitudes. Pupils often help each other and are interested in what others have done and discovered. Nearly all offer to give opinions, reasons and examples.

84 The quality of teaching and learning is good at both key stages. It is very good in nearly a quarter of lessons. Teaching is particularly strong in the second half of both key stages. The teaching of reading is very good throughout the school. The quality of teaching and learning in writing is very good at Key Stage 2, not least because of very good teaching of letter sounds at Key Stage 1. Pupils with special educational needs benefit from this step-by-step approach to teaching letter sounds. Teachers have good knowledge and understanding of children's literature and the series of steps in their language development. The school makes good use of national guidance for the literacy hour, maintaining at the same time its own successful strategies for reading development in sets. Because pupils have two English lessons on most days, and often two teachers, their learning is intensified. Teachers expect high levels of concentration and make good use of support staff, resources and assessment information in very well-timed lessons. As a result, pupils make good gains in their knowledge and understanding of language and books in nearly all lessons. For example, pupils in Years 5 and 6 made good progress in letter writing skills in a literacy lesson when the teacher drew skilfully on pupils' experience of a recent school visit to places of worship in Leicester. Pupils' letters of thanks to the faith community leaders for their help showed clearly what pupils had noticed and learned. Because of well-established drafting skills, writing was both accurate and personal.

85 At both key stages, very good relationships result in high standards of management and productive learning. However, some class writing lessons in Key Stage 2 do not stretch higher attaining pupils enough when they could miss out initial exercises and move straight on to more demanding activities. Support staff significantly raise the standards of lower attaining pupils. Additional 'booster' classes are organised effectively to prepare pupils well for the Key Stage 2 National Curriculum tests. Teachers and support staff ensure very good quality learning for pupils with special educational needs. Pupils benefit from carefully devised work to take their individual language programmes forward.

86 Leadership and management of the subject are good. Staff work closely together and as a result, the school has maintained previous good standards and improved areas of weakness. Governors have a clear view of standards and the quality of teaching and learning. They also have their eye on the needs of higher attaining pupils.

MATHEMATICS

87 Standards at the end of Key Stage 2 in 1999 were close to the national average and, although results have varied over the past three years they have remained close to, or above national averages, although still well below those for similar schools. Variations in standards from year to year are due to the varying proportions of pupils with special educational needs or lower attainment and the effect of small numbers within the groups tested. National Test results show that in 1999 standards at the end of Key Stage 1 were close to the national average but well below average when compared to similar schools. Over the past three years there has been an upward trend in the results.

88 There has been a gradual improvement since the last inspection and the school is making

very good use of the information available from an analysis of results and the tracking of pupils' progress from entry into school. A significant proportion of pupils enter the school with lower mathematical than literacy skills. The school has identified pupils who have lower prior attainment in mathematics at the end of each key stage and they are receiving additional support in numeracy lessons. Older pupils attend an extra class each week to boost their mathematical skills. Additional support is proving beneficial in increasing pupils' confidence and self-esteem in mathematics as they improve their skills and understanding. Specific mathematical vocabulary is introduced appropriately so that pupils are enabled to express their ideas clearly. Inspection judgement is that the effective introduction of the numeracy strategy, setting and grouping arrangements and the high quality of teaching are raising standards of achievement and these are now broadly in line with levels expected nationally by the time pupils are seven and eleven years old.

89 By the end of Key Stage 1, most pupils confidently sequence numbers to a hundred. They use their developing understanding of positional value of numbers to correct mistakes made with the order of digits in a number. Pupils recognise coins up to one pound and work out answers to simple shopping problems. In rigorous mental arithmetic sessions, pupils accurately count on and back from a given number and understand terms such as 'equal to', 'less than' and 'more than'. They use mathematical language appropriately and know that data means information. Most pupils tell the time appropriately and higher attaining pupils solve simple problems involving time. Simple data handling skills develop well as pupils tally the number of buttons each member of the group has and then transfer the information to simple graphs. Higher attaining pupils are able to explain the process well.

90 By the end of Key Stage 2, pupils have an appropriate understanding of numbers. Most pupils accurately add, subtract, divide and multiply numbers up to a thousand and apply these operations to problems with money and units of length. They understand square numbers and know the difference between area and perimeter. Most average and higher attaining pupils have a growing understanding of multiplication tables and their quick mental recall is becoming more accurate. For example, they understand the strategies to use for multiplying 1.5 by 15. Pupils have good basic knowledge of shape and space and recognise which shapes are symmetrical. They have a growing understanding of data handling and confidently convert data from lists to a range of graphs and charts. They use information technology effectively to record their mathematical findings in science and geography.

91 Pupils with special educational needs make good progress towards their targets and grow in confidence and self-esteem. At both key stages, pupils are carefully grouped and work is appropriately matched to their needs. At Key Stage 2, pupils receive additional carefully focused support teaching of high quality which helps them to make the maximum progress.

92 Pupils have positive attitudes and enjoy their numeracy lessons. They respond well to their teachers' enthusiasm and work well on tasks. Their good behaviour has a positive effect on their learning. Very good relationships are a major factor in enabling pupils to work collaboratively and to learn from each other.

93 The quality of teaching is good overall, with examples of very good teaching at both key stages. In best lessons, teachers' enthusiasm challenged and inspired pupils. Throughout the school, the teachers' brisk presentation of ideas and well-chosen activities enable pupils to achieve good levels of confidence and competency with numbers and to use this knowledge to solve problems in a range of contexts. The quality of learning is good and the imaginative development of mental mathematics through the numeracy strategy has resulted in pupils' greater awareness of patterns in numbers. The teachers' good use of practical lessons promotes pupils' interest. For example, pupils record numbers which can be multiplied to make a thousand or which can be linked together in some way. There are sound opportunities for pupils to use their mathematical skills in other subjects; for example, they collect information about the growth of plants in science. Pupils develop a sense of awe and wonder when teachers provide

opportunities for them to consider the immense distances between the planets. In history, teachers plot significant events on a line so that pupils gain a deeper understanding of chronology. In a local study, pupils record how many of them have moved into the village and how many have families who have lived there for several generations. Work is stimulating and interesting for pupils when they collect information in geography to identify where their families go to work. Pupils learn well in these well-prepared and challenging and interesting lessons.

94 The school has introduced the National Numeracy Strategy well so that pupils develop a secure understanding of what they are taught. The subject is co-ordinated well and good use is made of rigorous analysis of the school's results in national tests. Professional training is managed effectively so that staff work together well as a team. There is a clear understanding of current standards in the school and the strategies being used to improve them.

SCIENCE

95 In the 1999 tests for eleven-year olds, the percentage of pupils attaining the expected levels was above the national average, with an average number of pupils achieving at the higher level. Results were average compared to schools nationally and below average compared to similar schools. In the statutory teacher assessments at the end of Key Stage 1 in 1999, the percentage of pupils achieving the expected levels for their age was average and it was average at the higher level. In life and living processes, results were very high at the expected level compared with schools nationally.

96 The majority of pupils at both key stages now achieve at levels above those expected for their age, with particular strengths in experimental and investigative science and life and living processes. The school's analysis of results has helped teachers to identify weaknesses and work on them to raise pupils' levels of attainment. Pupils with special educational needs make good progress. Standards have risen since the last inspection.

97 By the end of Key Stage 1, pupils begin to conduct simple investigations to test hypotheses; for example, they investigate how to make a model car roll faster down a ramp and how to stop it. They predict the likely result and record their findings clearly. Pupils know that push and pull are forces and that twisting is a combination of both forces. They test materials to see if they bend, stretch or squeeze and discover that they have different properties. In work on change, pupils investigate how metal rusts by leaving it in different solutions. They know that many household items use electricity for energy. Pupils make sets of different kinds of food and they have a good understanding of healthy eating habits. Keen skills of observation are developed as pupils watch their classmates running and climbing ladders and then decide which parts of the body are used. Plant growth is studied throughout the key stage. Pupils plant bulbs and seeds and know that plants need water and light to grow healthily. Investigations are recorded effectively on charts, worksheets and in children's books, where they are illustrated with well-labelled, careful drawings.

98 By the end of Key Stage 2, pupils develop their investigative skills effectively; for example, they collect specimens from the school pond and identify them by referring to books and the computer. Younger pupils in the key stage carry out experiments to test reversible and irreversible change. They make toast, melt ice and soak cornflakes in milk. They know how to carry out a fair test and recognise the importance of consistency. There is a clear sense of step-by-step analysis as pupils test conductivity by using various materials for insulation. They record what they want to find out, what they are going to do and what they predict will happen. Throughout the key stage, observations, measurements and results are presented clearly in tables and diagrams are used effectively; for example, pupils record their good knowledge of electrical circuits very effectively. Knowledge of life processes is good; pupils name important parts of a plant and know that seeds are dispersed in a number of ways. In a lesson on day and night, pupils explored how dawn comes to various parts of the world as the earth spins on its axis.

They were engrossed as they shone torches on to spinning globes.

99 Pupils have very positive attitudes towards science and willingly share their ideas. They collaborate enthusiastically as they work in groups and sustain concentration and interest during lessons. Pupils want to learn and they take turns fairly, share out tasks and show respect for living things. They value their lovely school environment and have made plans to create habitats for different creatures in the wildlife area currently under construction. There is a strong sense of awe and wonder in the science teaching in the school, and this is evident in pupils' attitudes.

100 The quality of teaching is very good overall and no teaching was less than good. Lessons are very well organised, with a very good level of resources readily available for each group so that pupils work at a good rate in lessons. Tasks are clearly set, sometimes with good use of the board to illustrate what is required. This enables pupils to be aware of what they should be doing and learning. A good balance is maintained between allowing pupils the opportunity to find out for themselves and intervening to support them and extend their ideas so that they make good gains their learning. Teachers encourage pupils to see the relevance of science to their everyday lives. In work on solids, liquids and gases, the teacher employed commonly used materials such as bread and water so that pupils understood the message of the lesson very clearly. Teachers make excellent use of the school grounds, which include a pond and a currently developing wildlife area. Most lessons begin with a review of previous work and end with a short session to share ideas and consolidate what pupils have learned. Support for pupils with special educational needs is good. Parents and governors give valuable support in science lessons and this extends opportunities for pupils to ask questions and discuss their ideas.

101 There is a helpful subject policy and the scheme of work gives clear guidance for teachers. The units of this scheme are built effectively into the school's annual plans to ensure that there is appropriate progress and continuity in pupils' learning in classes where there is more than one year group. Assessment procedures are integrated into the scheme and teachers use findings effectively to inform their planning. The subject is co-ordinated very well. Planning, classroom teaching and pupils' learning are monitored. Resources for science are good and the surrounding countryside is also used very well to bring significance to pupils' learning, and this makes a valuable contribution to the high standards which pupils achieve.

ART

102 Achievement in art is above what is expected for pupils of seven and eleven. There are particular strengths in the confidence with which pupils use a range of media and the development of skills in weaving. Standards have improved since the last inspection and there is a range of good work throughout the school. Boys and girls, including those with special educational needs, make good progress as they build on the skills taught at Key Stage 1 and refine their work as they get older. Literacy and numeracy skills are developed well as pupils do research and explore shapes and designs as they work.

103 By the time they are six or seven, pupils acquire a good range of skill to produce attractive work in two and three dimensions. They are confident in applying new techniques when drawing pictures. For example, when they made cards for Mothering Sunday, pupils produced a very broad range of attractive designs and borders. They followed basic instructions well and then showed creativity in their own designs. Pupils develop mark-making and shading techniques, which they use to good effect in their observational drawings. In work linked to literacy, pupils created an exciting wall hanging by weaving with a range of textured fabrics and then adding characters from a fairy story. The work includes delightful fairy folk made with pipe cleaners, and pupils selected appropriate materials and colours carefully so that every member of the fairy band is unique. From their earliest days in school, pupils explore colour, shape and texture. They paint stripes of cold colours and circles of hot shades very carefully. When they study pictures by

Kandinsky and Van Gogh, pupils paint exciting patterns and bright sunflowers. Three-dimensional work develops well; for example, pupils design frames for hand mirrors and make pasta patterns which they paint attractively.

104 By the time they are eleven, pupils produce bold sketches of Anglo-Saxon weapons and complete very accurate observational drawings of shoes and trainers. As part of a study on landscapes, they use pencil and pastel to work in the style of El Greco. They consider the dark colours when the sun sets on Toledo and write, 'When the sun has set its going to be forgotten. The hillside is falling away as if into a bottomless pit. It's really quite sad.' Pupils demonstrate a good understanding of the artist's techniques in a range of lonely landscapes. When they study the work of Lowry, pupils look at skylines. They use paint and charcoal to create detailed and interesting pictures of Tideswell. Pupils create colourful stained glass windows and tie and dye fabric before embroidering the material and decorating it with beads. There are impressive examples of weaving on large mesh or looms, such as a picture of the church. Smaller pieces include one of birds in flight, in which feathers have been incorporated artistically. Pupils at both key stages work imaginatively with clay.

105 Pupils enjoy art and are enthusiastic and eager to get on with practical tasks. They look very carefully at their work, listen thoughtfully to any suggestions from the teacher and are pleased when their work is praised. Pupils work well together and share tools and equipment sensibly.

106 Teaching is good at both key stages and teachers have secure subject knowledge. They plan lessons carefully and work well with other staff or helpers to ensure good levels of learning. Art is linked well to other subjects and there is good, direct teaching of skills. Lessons are challenging, interesting and imaginative so that pupils are keen to learn and want to do well. There are appropriate tasks for pupils of all levels of attainment, including those with special educational needs. Resources are carefully chosen and well prepared so that pupils spend the maximum amount of time on planned tasks. Teachers allow pupils to use their imagination and produce work of an individual nature. Good use is made of sketchbooks for pupils to rehearse and practise techniques.

107 Art is well co-ordinated and samples of work are kept in portfolios as a record of pupils' progress through the school. There are stimulating and attractive displays of pupils' work which enhance the environment and raise pupils' self-esteem. A highlight of the year is the well dressing when everyone has the opportunity to contribute to the large pictures made from flowers, moss and other natural materials. Art makes a strong contribution to pupils' spiritual, moral and social development.

DESIGN AND TECHNOLOGY

108 Standards have improved since the last inspection. This is because the school has developed a full and imaginative scheme work. As a result, pupils now spend adequate time in designing and evaluating, as well as in making their products. The improved quality and range of tools and materials also enhance learning.

109 Pupils now reach the standards normally seen for their ages in designing and making. All pupils, including those with special educational needs, experience an appropriate number of investigative, planning, testing and assembling activities.

110 By the end of Key Stage 1, pupils have the skills and experience expected for seven-year-olds. They design and make shelters for 'The Three Bears', with roofs, doors and windows. Pupils use pattern templates, draw to scale and cut straight or curved lines with accuracy. They curl, fold and score paper, build with papier-mâché, form clay by hand and sew effectively. They

use simple construction kits with wheels and axles. Skills develop appropriately as pupils follow detailed design briefs produced by the teacher.

111 By the end of Key Stage 2, pupils join card, paper and wood to make models with both permanent and semi-permanent joins and they decorate and finish their work in a variety of media. They produce and test solutions to an appropriate range of design problems, and study and take apart simple products to see how they are made. Pupils make simple structures to bear loads and understand techniques of reinforcement and strengthening. They extend the range of tools they use to include small hacksaws, hand drills and sandpaper. Design work at both key stages improves pupils' skills in writing plans, note making and labelling drawings.

112 Pupils are very enthusiastic. This is because teachers set up challenging projects appropriate to pupils' ages and put tight limits on the time available for each stage. As a result, pupils dart off to work and sustain a good pace in individual and group tasks. Discussion about techniques and effects is lively and earnest. Pupils co-operate well in pairs and groups. They maintain interest and care, often over several weeks, until they have completed all stages of the work.

113 The quality of teaching and learning is good. Detailed plans for each artefact give teachers good knowledge of the skills pupils need to develop. Pupils' interest results in very good behaviour and frees teachers to help groups and individuals well. Learning, particularly at Key Stage 1, benefits from support from parents, volunteers and classroom assistants. For example, in a single lesson Year 1 and 2, pupils worked in five supported groups to make model cats from paper and plastic bottles, cotton reel animals, a quilt for Mrs Noah and a shelter for three plastic bears. Teachers challenge all pupils with imaginative projects, matching pupils' ages and enthusiasms. For example, Year 3 and 4 pupils designed and constructed some highly original Millennium towers. Teachers link work very effectively with other subjects; for example: music, science and art. Teachers and pupils achieve the main aims of the policy for the subject: enjoyment and creativity, and the subject is well co-ordinated. Literacy and numeracy are used and developed appropriately as pupils plan, measure, explain and record their work.

GEOGRAPHY

114 Pupils' skills, knowledge and understanding are above those typically seen at the end of both key stages. The standards identified in the last inspection have been maintained.

115 By the end of Key Stage 1, pupils show awareness of what affects the weather in various parts of the world; for example, when they discuss floods in Africa and then look carefully at photographs of floods in 1998 in and around Tideswell. They quickly recognise places from very subtle clues and demonstrate good knowledge of the locality. They describe features in the village clearly, with good use of vocabulary. The teacher asks, 'Can you see the water swirling around the church?' They explain how water becomes black ice, showing good recall of their earlier learning about weather and the water cycle. Pupils observe and record weather information and become more aware of how frost, ice and snow are formed. They learn about wind, how windsocks are used, and find out how umbrellas are made. Pupils build well on prior learning about appropriate clothing for hot and cold weather and which animals live in hot or cold countries. Pupils develop a good knowledge of places, themes, features and environments and how symbols are used on maps and weather maps. They recognise human features in the environment as they walk in the locality.

116 By the end of Key Stage 2, pupils identify different land features and their uses from aerial photographs. They use their local knowledge to interpret rural landscape photographs. In Years 3 and 4, pupils look at the history of Tideswell and examine maps and photographs of the area. They produce their own large map of the district and make graphs which give clear information

about distances their parents travel to work. Parents are very keen to be involved in this research. There are good links with other subjects. Pupils acquire information about industry and farming in the area and link this very well with their work in history. In English, pupils write Haiku poetry about Tideswell, including such lines as, 'Bell, ringing across the meadow, come to see our church.' In art, they sketch the church and their own houses. At both key stages, pupils with special educational needs make good progress.

117 Pupils develop their speaking and listening skills well as they work effectively in groups. They present their findings in interesting ways and consider how their research could be extended. During the year, pupils study contrasting localities and extend their understanding and use of Ordnance Survey maps, keys and symbols. They produce designs for developing a wildlife area where they can study plants and animals.

118 Pupils enjoy geography and love to involve their families in project work about Tideswell. They share their ideas and are enthusiastic as they look for clues in photographs. Throughout the school, pupils are interested in the wider world. They enjoy looking at maps and globes and talk excitedly about their discoveries and observations. As they learn about weather and climate, they share experiences of holidays, snowy winters and local flooding.

119 The quality of teaching is good and pupils make good gains in their learning. Teachers draw well on pupils' rural knowledge and encourage discussion and informal presentations of work. Local events such as the floods of 1998 are used effectively to bring relevance to pupils' learning and teachers question pupils well to elicit their understanding. Resources such as globes and aerial maps are used well. Teachers link geography with other subjects thoughtfully and imaginatively; this is a strength in the teaching.

120 There is a useful subject policy and the scheme of work provides valuable support for teachers to plan series of lessons. The subject is co-ordinated well to ensure that pupils have a balance of practical and reflective experiences. The school makes good use of visits and local fieldwork to broaden pupils' understanding and bring relevance to their learning.

HISTORY

121 Pupils' skills, knowledge and understanding in history are above those typical of pupils aged seven and eleven. No distinct history lessons were observed during the inspection, but in the geography lessons seen there were very good links with history. Discussions with teachers and pupils and analysis of teachers' planning shows that the Programmes of Study of the National Curriculum are followed well. Pupils, including those with special educational needs, make good progress. Pupils' knowledge of different historical periods enhances their understanding of change over time. Standards have improved in Key Stage 1 and been maintained in Key stage 2 since the last inspection.

122 By the end of Key Stage 1, pupils have a good understanding of life in Tudor and Victorian times. They distinguish appropriately between aspects of their own lives and people in the past when talking about old photographs of Tideswell and comparing them with the more recent photographs taken during the floods. They use sources of information such as people's memories, information books and pictures well to explain their findings. Younger pupils have a good understanding of time and the changes in the seasons.

123 By the end of Key Stage 2, pupils successfully develop the use of a variety of evidence to find out about the past as they carry out research into aspects of the lives of the Anglo-Saxons and Vikings. They write their own exciting epics about Beowulf and use their knowledge of artefacts from Sutton Hoo to sketch and make jewellery which they display attractively. Pupils produce attractive illuminated writing and describe the loneliness of life as a monk or a novice at

Lindisfarne long ago. They compare illnesses then and now. Research skills develop well as pupils look for information about topics such as Ancient Greece. Pupils in Years 3 and 4 gain increasing knowledge of historical events in the locality. They know about the plague in Eyam. As they studied the story of 'The Devil's Mill', which has a local setting, pupils learned about the lives of children who had to work in a mill near Tideswell. Pupils were asked to predict what might happen and to put themselves into the characters' shoes, which they did very effectively. This, interwoven with their geographical studies, enhanced their feel for the area and their ability to set events in a historical context. They created a large, dramatic painting of a scene from the story. Pupils make good progress as they pursue historical enquiries and then record and communicate their findings.

124 Teachers set interesting challenges which extend pupils' learning so that there is a strong interest in history and a keenness to find out about the past. The subject is co-ordinated well. Planning is good at all levels and teachers encourage pupils to look carefully for historical evidence. Research work includes the use of computers for pupils to find out additional information to support their studies. Literacy and numeracy are incorporated as pupils write thoughtful extended pieces of work and calculate how long ago events took place. The well-established links between history and other subjects, for example art, enhance the quality of learning for pupils. Visits and visitors give them an opportunity to enrich their learning further. The subject is carefully co-ordinated to ensure that pupils have a breadth of experience over the year and that there is a clear focus on historical learning within any topics. Resources for teaching and learning are good.

INFORMATION TECHNOLOGY

125 No class teaching of information technology was seen during the inspection. Teachers incorporate it very effectively into most subjects and pupils are adept at using information technology as a tool for learning. Standards are above national expectations by the end of both key stages, with well above average standards in communicating information. Skills of monitoring and control are at an early stage but the capacity for improvement is good. Good overall standards have been maintained since the last inspection. Skills in literacy and numeracy develop well at both key stages as pupils play mathematical games, produce graphs, practise letter sounds and write stories, poems and letters.

126 By the end of Key Stage 1, most pupils operate the computer mouse and keyboard confidently. Younger pupils recognise that machines respond to signals and they write simple text to the screen and save and print their work effectively. They use the space bar and backspace keys correctly as they word-process; for example, when they composed messages for Easter cards. In mathematics, they handle information and produce simple charts to record and communicate their findings. Skills of prediction and understanding of modelling and simulation develop well as pupils choose options when they play adventure games. Monitoring and control skills are developed appropriately as pupils give simple instructions to a robotic toy. Pupils in Year 2 have good levels of investigative skills as they search for information in CD-ROMs.

127 By the end of Key Stage 2, pupils explore a publishing package confidently and use the computer imaginatively to prepare and publish a class newspaper. As they create, move and copy images competently, pupils work together very effectively to ensure a balance of articles to interest a range of readers. In art, younger pupils select appropriate tools in a drawing package to outline and fill shapes with chosen colours; for example when they create colourful and imaginative pictures of fish. Pupils collect, organise and present data in a range of subjects; for example, they record weather and temperature in geography. Older pupils enter data and appropriate formulae into a spreadsheet package, for example when they record football results. Most pupils are familiar with the search facilities of CD-ROMs and are beginning to make use of the Internet. Links with pupils in other towns and countries lead to interesting projects such as

combined story writing in which each group extends the story and passes it back to be continued. Pupils' ability to investigate temperatures by using probes and to control external devices such as bulbs and buzzers is not so well developed because of very recent acquisition of appropriate equipment.

128 Pupils enjoy using computers and accept them as a normal method of communication. They work co-operatively in pairs and groups and use the computers and printers sensibly. They sustain concentration for relatively long periods of time, especially at the end of Key Stage 2, when pupils work at lunchtime to meet the deadlines for the publication of their newspaper.

129 No judgement can be made about class teaching of information technology but teachers incorporate the use of computers in an effective, structured way throughout the curriculum. Professional competence has been raised and each teacher has a laptop computer. This has helped them to investigate programs and use them effectively to support pupils' learning. Teachers provide good quality learning contexts in which pupils tackle activities of varying difficulty so that all are usually challenged. The use of information technology to stimulate the interest and progress of pupils with special educational needs is of a high standard. Teachers plan and use the time available on machines well. After whole class teaching at the beginning of lessons in most subjects, pupils usually work in groups to practise and extend what they have learned. This is when individuals or pairs of pupils work at the computers and appropriate help is given as the teacher monitors the learning of all the class. When extending and sharpening the research skills of higher attaining pupils, teachers do not always provide sufficiently clear, focused tasks to narrow down the fields for exploration. Classroom assistants give valuable support and parent volunteers sit with pupils so that there is dialogue about the processes involved. In all classes, teachers' expectations are high.

130 The school uses national guidelines to provide a scheme of work and assessment system which builds effectively on prior learning and becomes more demanding for all pupils. Co-ordination of the subject is good and improvement of resources is featured appropriately in the school development plan. Resources are very good. The school has planned well for the introduction of new equipment such as probes, control devices and scanners. Staff training is of high quality so that equipment is used effectively to extend pupils' skills and ensure that they receive consistent provision. Links with other local primary schools and the secondary school in Bakewell are very good so that bids for national resources and training are managed very well.

MUSIC

131 Pupils achieve standards typical for their age when they are seven and exceed them by the time they are eleven. Standards concur with those found at the last inspection.

132 By the end of Key Stage 1, pupils repeat rhythms and respond to simple pictorial scores confidently. They develop a deeper sense of pulse and rhythm when they play a variety of untuned percussion instruments. Younger pupils clap rhythmically and listen well in order to come in at the right time as they accompany 'Old McDonald'. Pupils develop awareness of how music is made in a range of cultures. They recognise how sounds are used to produce particular effects and make tambours and rain sticks to create their own effects. Pupils have a good repertoire of known songs and singing is satisfactory in lessons and assemblies; it is rhythmical and well pitched. In rehearsals for the school production of 'A Midsummer Night's Dream' it is enthusiastic and full of feeling. Pupils are prepared to keep trying in order to improve their performance.

133 By the end of Key Stage 2, pupils listen to music critically and show sensitivity. They record their feelings after listening to 'A Song of Summer' by Delius and write comments such as, 'The beginning calms you down and you think of the sea and the light blow of the wind.' All pupils

in the key stage play the recorder. They concentrate and tackle new work eagerly so that they develop appropriate techniques and follow simple traditional scores competently. No class singing was heard, but singing in assemblies is satisfactory. In a video recording of the last school production, singing is good. Pupils show effective breath control and phrasing and respond well to the mood of songs. Most pupils who have extra instrumental lessons play well for their age and show commitment through practice at home. Throughout the school, pupils' willingness to listen is a major factor in their musical success.

134 Skills of literacy and oracy are developed well in the subject when pupils record their own compositions in symbols, evaluate the compositions of other members of the class and express their response to pieces of well-known music.

135 Pupils enjoy making music and their attitudes to the subject are very good. They perform confidently and take their roles in school productions seriously. Teamwork develops effectively as pupils realise that everyone has to make an effort to create a successful event. Most pupils who play instruments practise regularly so that they make good progress.

136 Teaching at Key Stage 1 is satisfactory with some good features. These include the careful planning of lessons and the good use of practical activities for the younger pupils to express their obvious enjoyment of the subject. Teaching at Key Stage 2 is good overall and outstanding at the end of the key stage, when inspirational teaching helps pupils to gain a deep and broad understanding of music. At both key stages, staff are confident at teaching the subject. It is linked well to other areas of learning; for example when pupils make musical instruments to develop skills, knowledge and understanding in design and technology, geography and science. The quality of learning is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers manage pupils very well and relationships between staff and pupils are very good. This creates a positive atmosphere in which pupils concentrate and work hard. Pupils with special educational needs are integrated well, and they enjoy success in lessons where sensitivity and artistic response are major features.

137 The subject is co-ordinated very well. There is a carefully structured and very well-planned scheme of work which includes national guidance and commercial material. It provides clear advice and support for teachers. Skills are developed in a systematic way and pupils are encouraged to appreciate music to a high standard. The curriculum is enhanced by a very helpful system of assessment which advises teachers to identify what they expect all of the class to achieve, what they expect most of the class to achieve and what they expect few of the class to achieve. Resources are good because of prudent acquisition of percussion instruments and electronic keyboards over time. There are many opportunities for pupils to extend and share their musical talents. The school organises major performances in which every pupil takes part. Extra-curricular rehearsals, specialist instrumental lessons from visiting teachers and involvement in church festivals and area musical events make a positive contribution to pupils' personal development and encourage them to support and celebrate local customs. Pupils who play brass instruments join with local adults to play in Tideswell Brass Band.

PHYSICAL EDUCATION

138 The school maintains the good standards in physical education noted at the last inspection. This is because of enthusiastic support and teaching and the outstanding provision for team games. As a result, by the end of both key stages, pupils' standards are above those expected for their ages. All pupils, including those with special educational needs, make good progress in games, dance and gymnastics at both key stages, and in swimming and outdoor and adventurous activities at Key Stage 2.

139 By the end of Key Stage 1, pupils plan and perform simple sequences of movements

safely. They use space well, and make good use of their imagination in both floor and apparatus activities. When working on the floor, pupils concentrate well on their movements and maintain effective balances. They make good body shapes when they stretch and bend in response to music. Pupils' co-ordination and dance skills are above those expected for their age and they maintain good levels of concentration and work quietly through lessons.

140 By the end of Key Stage 2, games and swimming skills are above the standard expected for eleven-year-olds. Pupils understand the need to warm up before exercise. They successfully evaluate the work of others and use this to improve their own performance. All pupils sustain a consistent level of performance in response to good quality teaching. Ball skills are of a good standard and pupils dodge, pass and intercept well. Teamwork is good, and pupils understand the rules of a range of games such as football, tag rugby and netball. By the end of most school years, all pupils in Year 6 swim 25 metres.

141 Attitudes to physical education are always positive, varying from good to excellent. All pupils, including those with special educational needs, enjoy the challenge and progress they make. Pupils try hard to master new skills. Enthusiasm and good listening help them to follow directions exactly, and so to pick up new techniques and sequences quickly. They work supportively together in pairs, groups and teams. All pupils co-operate well in setting up, dismantling and clearing away equipment. The behaviour and responsibility of pupils on their residential visit to a local outdoor activities centre were exemplary.

142 The overall quality of teaching is good, with very good teaching in a fifth of lessons and excellent teaching in a further fifth. Teachers make good use of the guidance of the local education authority's schemes for gymnastics, dance and games. They always ensure that pupils' muscles are warmed up before exercise. Directions are clear and pupils make good gains in their learning in physical education lessons. Teachers' observations and guidance to groups and individuals are effective. Good demonstrations in most lessons help pupils to improve their movements accurately.

143 The subject is managed well. The school has shown initiative in developing tag rugby, and has organised local tournaments in the sport, as well as in football and netball. Outdoor pitches and facilities created and owned by the community association are part of the school site. The pupils' physical education programme benefits enormously from this outstanding new provision. Staff, teachers, helpers, parents and friends contribute generously and well to support a good number of teams and after school training in football, netball and tag rugby. As a result, large numbers of boys and girls represent the school in these games.