

INSPECTION REPORT

PARK HOUSE PRIMARY SCHOOL

Lower Pilsley, Chesterfield

LEA area: Derbyshire

Unique reference number: 112606

Headteacher: Mr P W Parkin

Reporting inspector: Mrs P C Cox
19178

Dates of inspection: 11th – 14th June 2001

Inspection number: 191167

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Rupert Street Lower Pilsley Chesterfield Derbyshire
Postcode:	S45 8DB
Telephone number:	01246 851185
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Antcliff
Date of previous inspection:	9 th December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19178	Mrs P C Cox	Registered inspector	Science Art and design Design and technology	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed
9086	Mrs R Watkins	Lay inspector		Pupils' attitudes, values, and personal development How well the school cares for its pupils How well the school works in partnership with parents
25771	Mr P Sandall	Team inspector	English Information and communication technology Geography Physical education	Equal opportunities The quality of the curricular and other opportunities offered to pupils
18342	Mrs M Spark	Team inspector	Areas of learning for children in the Foundation Stage Mathematics History Music Religious education	Special educational needs

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Park House Primary School is situated in a small ex-mining village to the south of Chesterfield. There are 194 pupils on roll, and the school has grown steadily since the time of the previous inspection in 1996, necessitating an increase in the size of the accommodation. Two-thirds of the pupils are from outside the school's catchment area. Almost all pupils are of white ethnic heritage and have English as their first language. Eight per cent of pupils are entitled to free school meals, which is below the national average, but higher than in 1996. The pupils come from a wide range of home circumstances, but few families are affluent. Twenty-two per cent of pupils are identified as having special educational needs, of which two have a Statement of Special Educational Need. These proportions are close to the national average. About three-quarters of children have attended pre-school groups. Children's attainment on entry is, overall, similar to that usually seen in children of this age. The school has been awarded the Basic Skills Agency Quality Mark for the high standard of work in literacy and numeracy and an Achievement Award for substantial improvement in test results since 1997.

HOW GOOD THE SCHOOL IS

Park House is an effective school with many significant strengths. Teaching is good and pupils achieve well in English, mathematics, science, music and religious education. Pupils' attitudes, behaviour and personal development are very good, and relationships in the school are excellent. The school is led and managed very well, and, taking into account the slightly above average level of funding the school receives, it gives good value for money.

What the school does well

- Pupils achieve well in English, mathematics, science, music and religious education.
- Teaching is good overall, and pupils learn well.
- The school makes excellent provision for pupils' social and moral development, and, as a consequence, their behaviour, attitudes and personal development are very good and relationships are outstanding.
- The leadership and management are very good.
- The school provides very effective support for pupils with special educational needs.
- Procedures for assessment are very good, and the information gained is used very well.
- The school works in very close partnership with parents.

What could be improved

- Standards in information and communication technology, design and technology, and art and design are not high enough.*
- The curriculum for the children in the reception class does not meet their needs entirely.*

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents, and carers of pupils in the school.

*The school has appropriate plans to raise standards in the subjects stated above, and to provide a consistently appropriate Foundation Stage curriculum for the children in the reception class.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected previously in December 1996 and the report praised the school for its high standards. Good progress has been made in maintaining, and often improving, the many strengths identified in that report. There is a higher proportion of lessons where teaching is at least good, relationships and leadership and management are even better, and the attendance rate is higher. The issues for improvement identified in 1996 have been addressed effectively. Although standards in information and communication technology are still below average, they are rising rapidly. All subjects now have appropriate schemes of work. The school has developed successful procedures for monitoring and evaluating its own work and has improved its provision for extending pupils' understanding of beliefs and cultures other than their own. The school has an outstanding commitment to improvement and is very well placed to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	A	D	C	C
Mathematics	A	B	A	A
Science	A	C	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Results in mathematics, and to a degree in science, have been particularly strong when compared nationally and with similar schools¹. However, although standards in English were high in 1998, they have been lower since then. The overall trend of improvement in results is similar to the national trend. The pupils now in Year 6 are attaining standards close to those in previous years. Pupils' attainment is average in English, and above average in mathematics and science.

Results at the end of Key Stage 1 have risen overall since 1997. They were above average in writing and mathematics in 2000, and well above in reading. Pupils currently in Year 2 are working at a similar level: standards are above average in writing and well above average in reading and mathematics. All pupils, including those with special educational needs and the more able, achieve well at Key Stages 1 and 2.

Standards are similar to those in other schools in most other subjects, but are higher than is usual in religious education and music at Key Stage 2 because the teaching is very effective. Attainment is below the expected levels in information and communication technology and design and technology at Key Stage 2, and in art and design throughout the school, because pupils had insufficient opportunity to develop their skills and knowledge in the past. However, they are now making satisfactory progress in these subjects and in information and communication technology their progress is rapid.

Children in the reception class do well in communication, language and literacy, mathematics, and personal, social and emotional development, and in these areas their attainment is above that normally seen by the time children enter Year 1. However, although their progress in other aspects is satisfactory overall, it is patchy because provision is not consistent.

The school sets challenging targets for raising standards and is successful in achieving them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school, are eager to participate in lessons and concentrate well. They are proud of their school.
Behaviour, in and out of classrooms	From their earliest days in school, pupils behave very well, with respect for others. They are cheerfully obedient and play together amicably. Consequently, the school is a peaceful and calm place.
Personal development and relationships	Pupils' personal development is very good. Pupils are mature and sensible. They take responsibility, and show initiative very well and have an exemplary understanding of the effect of their actions on others. Relationships between pupils and with adults are outstanding. The school is notable for its ethos of respect and care for others.

¹ 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

Attendance	Above average. Pupils are keen to come to school and are punctual.
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TEACHING AND LEARNING

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

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

Teaching was at least satisfactory in almost all lessons observed. It was good or better in 80 per cent of lessons and, of these lessons, 34 per cent were very good or better. Teaching was unsatisfactory in two of the 61 lessons observed.

Overall, teaching throughout the school is good. There is a high proportion of good and very good teaching at Key Stages 1 and 2, where no unsatisfactory teaching was observed. This is particularly the case at Key Stage 2, where teaching is almost always good and is very good in two-fifths of lessons. At Key Stage 1, teaching is good or better in about four-fifths of lessons and very good in a quarter. Those pupils with special educational needs, and the more able, are catered for well so that they achieve the standards of which they are capable. Teachers expect very high standards of work and behaviour and pupils respond well, concentrating and working hard throughout the activities. Lessons move at a very rapid pace, so that the pupils are swept along by teachers' enthusiasm. Teaching is good in English, mathematics, science, religious education, information and communication technology and music, and this is reflected in pupils' learning in lessons and the progress they make through the year. The skills of literacy and numeracy are taught very well throughout the curriculum.

Teaching is satisfactory overall in the reception class, where the skills of literacy and numeracy are taught well. Teaching is good or better in almost half of lessons and very good or excellent in nearly a quarter. However, teaching is occasionally unsatisfactory when the needs of the children are not met in the creative and physical areas of learning.

Learning support assistants make a positive contribution to the work of the school through their support for groups and individual pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good for Key Stages 1 and 2, and provides pupils with a wide range of learning experiences. Provision for personal, social and health education is very good. The curriculum for the children in the reception class is unsatisfactory, because it is not planned consistently to meet the demands of the Foundation Stage ² curriculum for children of this age.
Provision for pupils with special educational needs	Very good. Pupils are supported well in their lessons and the tasks they are given are matched carefully to their needs. The procedures for identifying these pupils and ensuring that they receive the appropriate level of support work very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral and social development is excellent. All adults promote care and respect for others consistently, and set very high standards in their own behaviour. Bullying and harassment are not tolerated. Provision for pupils' spiritual development is good, through the very thoughtful assemblies and the opportunities to reflect on values given through the curriculum. Provision for pupils' cultural development is satisfactory.
How well the school cares for its pupils	Very good. The school takes very good care of pupils and has very effective procedures for monitoring and supporting their personal and academic progress.

² The Foundation Stage applies to children from the age of three to the end of the reception year.

The school has very close links with the parents of its pupils and is supported very well by them. The Parent-Teachers' Association raises considerable funds for the school. There is a very good range of extra-curricular activities. The school has very effective links with the community to support pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and senior management team provide very good leadership. There is a clear educational direction and the aims of the school are reflected exceptionally well in all areas of school life. The staff work very closely together as a team and have an outstanding commitment to further improvement. Subject co-ordinators work hard to ensure that the teaching in their subjects meets the needs of the pupils and the demands of the National Curriculum.
How well the governors fulfil their responsibilities	Good. Governors fulfil their responsibilities well and are fully involved in planning for improvement. Many are involved in the life and work of the school. They have a sound understanding of its strengths and weaknesses.
The school's evaluation of its performance	Very good. There is a clear understanding of how the school needs to develop and the plans for improvement are careful and thorough. The actions taken are appropriate and development takes place at a rapid pace.
The strategic use of resources	Very good. The resources are used very well to support the school's priorities for improvement.

The accommodation is generally adequate, and the teachers and pupils are coping well with the restrictions caused by the ongoing work of building an additional classroom. There are sufficient teaching and support staff and adequate resources, other than for geography and information and communication technology.

The school has very good procedures to compare its performance with that of others and to get best value from its spending decisions.

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 has high expectations of their children who make good progress. • The teaching is good. • The school is managed and led well. • Pupils behave well and are helped to become mature and sensible. • The school works closely with parents and they can approach the school with questions or problems. • There is a good range of activities outside lessons and an appropriate amount of homework. • Their children like school. • Parents are well informed about their children's progress. 	No significant areas for improvement were identified by parents.

Twenty-two parents attended the pre-inspection meeting with inspectors, and 90 returned pre-inspection questionnaires. Parents hold Park House Primary School in exceptionally high regard. The inspection supports their positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, on entry to reception, children have a level of attainment similar to that expected for children of their age. Their language skills, mathematical development and knowledge and understanding of the world are close to those expected for four-year-olds. All children, including those with special educational needs, make good progress in some aspects of their learning, but this is not the case in other areas because the curriculum for these children is not balanced well enough. In particular, it does not develop their independence sufficiently.
2. At Key Stage 1, the results of the National Curriculum tests in 2000 showed pupils' levels of attainment in reading to be well above average, when compared both nationally and with similar schools. In writing and mathematics pupils' results were above the national average. In comparison with similar schools, pupils' results were above average for writing and average for mathematics. The test results for 2000 continued a trend of results that were rising overall.
3. The findings of the inspection indicate that the attainment of pupils presently in Year 2 is well above average in reading and mathematics, and above average in writing and science. These standards are reflected in the results of the tests and teachers' assessments in 2001. Pupils' achievement in these subjects is good, and they make good progress during their time at Key Stage 1 because the teaching is effective.
4. The National Curriculum tests in 2000 at Key Stage 2 show that pupils were attaining levels in English that were close to the average when compared nationally and with similar schools. In mathematics and science, their results were well above average, when compared nationally and with similar schools. Standards have been generally above average since 1996, particularly in mathematics and science, and have improved since the last inspection in line with the national trend. The findings of the inspection indicate that the standards of pupils currently in Year 6 are similar to those in 2000; they are above average in mathematics and science and average in English. The school has set challenging targets for improvement in the past two years and exceeded these targets in both years.
5. By the time they enter Year 1, children have exceeded the expectations of many of the recommended areas of learning, and are working at the early stages of the National Curriculum. They display higher than usual attainment in communication, language and literacy, mathematics and personal, social and emotional development. Most are developing a good mathematical understanding and many have already acquired a good depth of knowledge about numbers. In knowledge and understanding of the world and creative development most children are attaining the expected standard and their physical development is as expected for their age. They make patchy progress in knowledge and understanding of the world, and the creative and physical aspects, because their access to large and small toys is limited, and the programme for these children is not matched closely enough to the demands of the Foundation Stage curriculum.
6. In English, at the end of Key Stage 1, pupils' attainment in speaking and listening is above average. They listen with good understanding to each other and their teachers, answering questions clearly and in detail. Pupils' reading skills are well developed. Most read with fluency and accuracy, and use a variety of strategies to identify unknown words. Standards in writing are also above average. Pupils write stories, poems and factual accounts, with consistent use of punctuation and correct spelling. They achieve well in all areas of English, building rapidly on their skills and knowledge.
7. In mathematics, at the end Key Stage 1, pupils attain standards that are well above average. They have a good understanding of patterns in number and apply their knowledge well to solving problems. They recognise two- and three-dimensional shapes and use data-handling skills to

produce block graphs. Their mental computation is rapid and accurate. Pupils achieve well in mathematics because the teaching they receive is of a very good quality.

8. In science, at the end of Key Stage 1, pupils' understanding of the properties of materials is good and their knowledge of plants and animals is secure. They have a firm knowledge of sound and electricity, and have a clear understanding of how to carry out a fair test. Pupils make good progress throughout the key stage, developing their understanding through activities that are planned thoroughly, and they achieve well.
9. In English, at the end of Key Stage 2, pupils' attainment is average in almost all areas, but above average in speaking and listening. They listen very carefully and respond to the points made by other speakers. Pupils show a reasonable grasp of complex and abstract ideas. Most recognise the main and underlying themes of books and understand how language is used to create an atmosphere. They use reference books competently for research in other subjects. Most pupils are confident writers, adapting their writing appropriately for a range of purposes and audiences. All produce well-organised pieces of work with interesting use of language, and present their writing neatly.
10. In mathematics, at the end of Key Stage 2, standards are above average. Pupils have a good grasp of numbers and a well-developed ability to apply their knowledge to problems. Pupils have a good understanding of percentages and probability and use a variety of methods for representing data. They achieve well because the teaching is very good, and they make rapid progress through the key stage.
11. In science, at the end of Key Stage 2, standards are above average overall, and pupils' attainment is well above average in their knowledge of scientific facts. Almost all pupils are reaching the expected standard and many are above average. Their knowledge of conduction of heat and electricity, and of materials is strong. Pupils have a secure understanding of physical processes, such as light and the water cycle. They conduct many experiments and understand well how to make them fair. However, their attainment in this important aspect of science is closer to the average because it has not been promoted as successfully as the factual elements.
12. Although standards vary from year to year, because there are different proportions of pupils with special educational needs in each year group, pupils are all making good progress in English, mathematics and science and they achieve well throughout the school. This is because lessons proceed at a very rapid pace, are based well on what pupils know and understand, and challenge and stimulate them.
13. In information and communication technology, pupils are attaining levels typical of pupils of their age at the end of Key Stage 1, but standards at the end of Key Stage 2 are below average. By the time they are eleven, pupils have developed adequate word-processing skills and use the Internet for research. However, their skills in control technology are below average because they have not had enough opportunity in the past to extend them, and the school does not yet have enough resources to teach this aspect. Pupils are now, however, making rapid progress in most areas through both key stages, because a structured scheme of work is being implemented effectively.
14. In all other subjects, through Key Stages 1 and 2, pupils are making satisfactory progress and achieve similar standards to pupils in other schools. In religious education and music they achieve well at Key Stage 2 and reach higher standards than are usual. However, standards are lower than is usual in art and design throughout the school, and in design and technology at Key Stage 2. This is because the subjects have not received enough emphasis in recent years. Although pupils are now making satisfactory progress through the school, most, particularly at Key Stage 2, have much ground to make up.
15. Pupils make good progress in developing their literacy and numeracy skills throughout the school. The literacy and the numeracy strategies have been implemented well. There is a good emphasis

on developing and extending pupils' literacy and numeracy skills in other subjects. Teachers promote correct language and use many opportunities to employ a range of writing styles and techniques through the broad curriculum. Pupils have a wide experience of using graphs, charts, measurements and number throughout the curriculum, particularly in science, geography, design and technology and information technology. Pupils' information and communication technology skills are developed appropriately in other subjects.

16. Pupils with special educational needs make good progress in relation to their individual education plans and achieve well against the targets set for them. The level of expertise offered by support staff working with them ensures that they achieve well. The support they receive and the work they are given are matched to their needs. The more able pupils achieve well because the work is challenging for them and they reach suitable levels of attainment. There is little difference in attainment between boys and girls. The school has identified pupils with talent in subjects, such as music and mathematics, and has made appropriate provision for them so that they achieve well.
17. Since the previous inspection, standards have risen in English, mathematics, science and information and communication technology. Standards in most other subjects have been maintained well, although they have fallen in art and design. The school has set realistic but challenging targets for improvement, based on previous attainment, for future years.

Pupils' attitudes, values and personal development

18. Pupils' relationships with each other and with staff were good at the time of the previous inspection and are now excellent. Very good standards have been maintained in their behaviour and also in other aspects of their personal development. Pupils are eager to come to school and very keen to learn; their attitudes make a very strong contribution to the standards they achieve in their work.
19. In lessons, pupils' attitudes and behaviour are seldom less than good and in a third of lessons they are very good. In all age groups the consistently good-natured relationships make an important contribution to pupils' progress with learning. There is a very successful balance of friendliness and mutual respect amongst pupils, and between them and adults. Pupils are keen to please in lessons, because staff care for each of them, value their efforts to learn, and work hard to help them. Pupils volunteer eagerly to answer teachers' questions and to make their own contributions in lessons, but they also listen carefully to what others have to say. Even the youngest ones co-operate readily to share equipment. They accept help and suggestions from each other to improve their work, for instance, when they discuss ideas with their '*buddy*' in a literacy lesson. They show real pleasure and pride in their own and their friends' achievements, as was seen when pupils in Year 5 explained enthusiastically how they had written and word-processed their poems.
20. Really good attitudes in lessons are seen at times in all classes, but they feature most often in older age groups. For instance, in a Year 6 mathematics lesson, pupils responded very well to the challenge posed by a game involving mental calculations, showing great concentration as they considered whether one of their cards carried the next required decimal number. On a few occasions, when part of the lesson is matched less well to the individual needs of pupils, for instance, if pupils are expected to sit still too long for an over-lengthy explanation, a little restlessness creeps in. However, pupils remain compliant and respond well when the teacher recalls their attention.
21. Children in the reception class are slightly more inclined than older ones to let their interest drift. This links to occasions when the curriculum is not matched fully to their needs, as when a mathematics topic was too hard for some of them. One or two individuals in other age groups find it particularly hard to always act sensibly, but they usually behave themselves well because they are managed sympathetically and effectively both by teachers and by support staff. Pupils

with special educational needs have generally good attitudes to learning and they work with concentration in small groups and with individual support.

22. Around the school, pupils' behaviour and interactions with others match up to the high expectations of their teachers just as impressively as in lessons. Pupils are almost invariably pleasant and good mannered. For instance, in a typical exchange in the dining hall one of the younger boys very politely asked another for a little more space for his tray, and received an immediate helpful response. At play, the same pleasant relationships are prominent. Any minor disagreement is soon settled because pupils are confident about turning to adults for help if they cannot resolve matters themselves. Staff quickly resolve any slight dip in standards of behaviour, so bullying or other unkindness to others very seldom develops. There have been no exclusions in recent years.
23. From the beginning of their time in school, pupils respond very well to opportunities to consider values and beliefs. They join thoughtfully in quiet reflection in assembly, and pay serious attention to the guidance they are given about right ways to act. During discussions, their respect for religious beliefs, whether they be Christian or of other world religions, is very evident. A sense of responsibility for those in need in the wider community is very clear in their enthusiastic response to charity fundraising ventures. Very good willingness and ability to take initiative is apparent, with older pupils showing a particularly mature approach. For instance, a group of girls in Year 6 showed very good organisational skills as they developed, independently, a dance routine for the end of term concert.
24. Attendance is good. It has improved somewhat since the previous inspection and is now consistently above the average seen in primary schools. Unauthorised absence is very rare, but an increasing number of pupils are missing school because of family holidays, especially during the summer. This causes some concern because of the interruption to the learning of the pupils involved.

HOW WELL ARE PUPILS TAUGHT?

25. Overall, teaching throughout the school is good. It was satisfactory in almost all lessons seen, and was good or better in 80 per cent. Teaching was very good or better in 34 per cent of lessons, and the teaching at Key Stage 2 is a significant strength. Only three per cent of lessons seen were unsatisfactory. The school has worked hard, since the previous inspection, to reduce the percentage of unsatisfactory teaching and increase the proportion of lessons where teaching is good or better.
26. Teaching is satisfactory overall in the reception class although there are great variations across the different areas of learning. In almost a half of lessons seen, teaching was good or better, and very good or excellent in almost a quarter. However, teaching is occasionally unsatisfactory when the needs of the children are not met in the creative areas of learning. The area of personal, social and emotional development is taught effectively overall, although there is insufficient understanding of, and emphasis on, the development of the independence in learning expected of children of this age.
27. Communication, language and literacy are taught very well in the reception class and this is a strength. The teaching of mathematics is satisfactory overall, although the specific skills of the numeracy strategy are taught well. In the creative and investigative areas of learning there are deficiencies in the provision where children are given inappropriate tasks that are overly directed and do not provide sufficient opportunity for investigative or imaginative play. Learning support assistants make a positive contribution to the work in the reception class. However, the lack of continuity in the provision has a negative impact on the organisation of the teaching and the expectations that adults have of the children.
28. At Key Stage 1, teaching is at least satisfactory. It was good or better in 79 per cent of lessons seen and very good in 22 per cent. At Key Stage 2, teaching is at least satisfactory. It was good

or better in 91 per cent of lessons seen, with 42 per cent being very good. Teachers have secure subject knowledge and plan their lessons well. Their management and organisation of their classrooms and pupils is good, particularly at Key Stage 2. Teachers have a very clear idea of what they want their pupils to learn and set tasks that are designed well to achieve these objectives. Their high expectations are demonstrated by the challenging and interesting work they set for their pupils and the brisk pace at which lessons proceed. However, there are a few occasions when the pupils are required to sit on the carpet for too long, limiting the time they have to carry out their activities.

29. Enthusiasm is a particular characteristic of the school, and, when the teaching is most effective, teachers carry pupils along with their own energy and enjoyment. In addition, they plan their lessons very carefully to ensure that work is matched well to all levels of attainment. There is a strong rapport with pupils, and humour is used well to encourage and give confidence to pupils to make contributions in lessons. Teachers use resources imaginatively and constantly develop pupils' thinking skills through the focused use of questions. The level of work set, and the positive use of appropriate strategies to manage pupils' behaviour, reflect high expectations of pupils' achievement and conduct. Teachers monitor their classrooms well, aware of pupils' progress and concentration, adjusting the pace of the lesson to pupils' pace of learning.
30. These elements were evident in a very successful English lesson with the oldest pupils at Key Stage 2. The teacher inspired pupils by her own enthusiasm and the rapid pace she employed. Her planning and subject knowledge were very secure and she made very good use of a range of interesting resources. Methods and techniques were reinforced constantly and the teacher used questions very effectively to promote and check understanding. She gave very clear guidance and assessed pupils' progress throughout the lesson, adjusting the pace to match that of pupils' speed of learning. The activities were involving, challenging and designed well to build on pupils' knowledge and skills.
31. The use of ongoing assessment to moderate the pace of lessons, and modify planning for future lessons, is a strong feature of teaching in this school. In English and mathematics, and often in other subjects, teachers set different levels of work for pupils of different levels of attainment. Consequently, the more able and pupils with special educational needs are enabled to reach the levels of which they are capable. The work provided in class, for pupils with special educational needs is matched well to their needs, and in literacy and numeracy lessons it meets the requirements of their individual education plans very effectively. This support work is monitored regularly by the co-ordinators. The support teacher from the local education authority matches the work in withdrawal groups effectively to pupils' individual education plans.
32. All pupils are given equal opportunities in lessons, for example, to answer teachers' questions. There is no particular focus on boys or girls, or on one ability group. The more able pupils are often given work to stretch them, or additional tasks to tackle if they finish. Encouragement and support for pupils to work and discuss in pairs ensures that all have the opportunity to make their views known. Support staff and parents who work in classrooms make a valuable contribution to pupils' learning. They are clear about their role and work effectively to encourage and develop pupils' skills and language. However, their time is not always used well at the beginning of lessons, when they sometimes sit unoccupied for the direct teaching part of the lesson. The school has suitable plans to develop their role during these periods.
33. Literacy and numeracy are taught very well throughout the school. Teachers use the literacy hour effectively and have developed the range of strategies they employ to implement this programme. They ensure that pupils have good opportunities to develop their reading and writing in many other subjects. The numeracy strategy has had a positive impact on the standard of teaching mathematics and the progress pupils are making. There are suitable opportunities for practical work throughout the school. The teaching of science, information technology, design and technology, and geography, gives a wide range of opportunities to develop pupils' skills in numeracy, through measurement, and the use of co-ordinates, tables and graphs. Teachers plan their lessons well to extend pupils' research and investigative skills and their ability to work

independently. Many effective opportunities are given for pupils to undertake activities by working together, and pupils are taught to make the best use of these.

34. Pupils' work is marked regularly and accurately. There are numerous encouraging comments, and many instances of marking being used to identify the next step for learning and set targets for pupils in English. However, this good practice is not as apparent in other subjects. Homework is used well; pupils throughout the school receive a balanced programme, which is linked carefully to their classroom work.

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

35. The school is committed to maintaining a broad and well-balanced teaching programme, and it successfully meets this intention in a way that is relevant to the needs of its pupils. A key issue for action, from the previous inspection, was the provision of detailed schemes of work in all subjects. These are now in place, providing a sound basis for planning and ensuring that there is coverage and continuity throughout the school. The curriculum in information and communication technology, a particular concern at the time of the last inspection, is now organised well, and contributes to higher standards in the subject. The school is aware that, in this subject, the monitoring of information and communication technology is not yet fully in place, but has appropriate plans to rectify the deficiency. This apart, the curriculum meets statutory requirements and religious education conforms to the locally agreed syllabus.
36. The curriculum for the children in the Foundation Stage has many positive features, but is unsatisfactory overall. The learning environment is too formal to meet the needs of these children effectively. The curriculum provides a broad programme of teacher-directed learning experiences, but there is a lack of free access to suitable, structured play activities to develop exploratory and investigative play and to enable children of this age to make choices for themselves. This results in a lack of balance in the experience offered to the children. There is currently no appropriate provision for structured outdoor play, in order that children may effectively develop skills and learn to work with each other in an appropriate environment.
37. Provision for personal, social and health education, through different areas of the curriculum, is very good. Sex education is taught appropriately to pupils in Year 6, as part of the science curriculum. Although there is no overall policy to ensure that all pupils are aware, at a level appropriate to their needs, they receive suitable education on the dangers of drugs. The school has suitable plans to deliver personal, social and health education as a discrete subject from September 2001.
38. The school has very good strategies for teaching literacy and numeracy, which have been recognised by being the first school in the local education authority to be awarded the 'kite-mark' of the Basic Skills Agency. Members of the senior management team review the balance and content of the curriculum annually, while subject co-ordinators also report the results of their annual audits and their needs.
39. Staff, both teaching and non-teaching, work hard to ensure that pupils have equal access to the curriculum. Apparent differences in the performance of boys and girls are analysed carefully. Resources are chosen carefully to appeal to both boys and girls, and boys and girls take part in all extra-curricular activities. There is a wide range of clubs, both sporting and artistic. There are also many visits to other places, and visitors to the school, which support different aspects of the curriculum effectively.
40. Parents and pupils are very appreciative of the very good range of extra-curricular provision that adds to the breadth of experience offered by the school. The wide range of physical education activities includes various team sports, with pupils competing against other local schools. The chess club joins in local league fixtures. Other extra activities arranged for pupils include the preparation of the school newspaper. The very good musical opportunities, in the band, choir and recorder club, include regular performances for parents and for the wider community. For example, there is an annual school carol service in a local church that is very well attended. The school uses the community very well to extend pupils' learning. A range of visits, within the local area, help with studies of religious education and also of local history and geography. There are good opportunities for residential visits. Visitors such as local clergy, the police, and speakers connected with charity fundraising projects, are also welcomed.

41. Good links are in place with several local secondary schools to help pupils in Year 6 to move on happily and confidently to the next stage of their education. There are additional links, mostly with the main receiving school, for occasional curriculum projects.

Provision for spiritual, moral, social and cultural development

42. Provision for pupils' spiritual, moral, social and cultural development has improved since the previous inspection and is very good overall. Arrangements for their moral and social development are now of outstanding quality. The weakness in pupils' understanding of beliefs and cultures other than their own, which was noted at the previous inspection, has received satisfactory attention and pupils' cultural development is sound overall.
43. Provision for pupils' spiritual development is good. An understanding of Christian values and ideas is developed very effectively through the daily assemblies, as well as in religious education. However, some pupils are occasionally withdrawn for the non-statutory parts of the assembly, missing a valuable experience. Pupils learn something of other world religions in religious education and are taught to respect others' beliefs. There is good stimulation for them to reflect on their actions and on how they behave towards other people. Teachers exploit occasional opportunities that arise in various lessons to encourage a sense of wonder at the world pupils live in, as in geography, when pupils in Year 1 marvelled at all the bridges over the Thames in London. They also learn to value the variety of life in nature. For instance, when pupils in Year 5 were studying a literacy text about environmental campaigns, this helped them to realise that tropical hardwood trees might no longer be cut down if everyone stopped buying the wood.
44. The provision for pupils' moral and social development is excellent. The very clear expectations and examples of all the adults in the school mean that a sense of right and wrong, together with good respect for others' feelings and needs, is promoted very strongly through the whole range of school activities. Good attitudes and helpfulness are encouraged very successfully through praise and awards. A particular feature is the way that the sensible school rules are set to a lively tune, so that learning and repeating them is really enjoyable. The planning to enhance pupils' understanding of particular areas is very well judged. For instance, the theme of truthfulness was developed very effectively in assemblies.
45. Plentiful opportunities for pupils to gain skills in relating to others, for instance, by helping each other, are created as they progress through the school. They are also given full opportunities in lessons and in other activities to grow in ability, to assume responsibility, and to take initiative. Every year, pupils are expected to adopt some projects that will either benefit the school or meet a need in the community. The pupils currently in Year 6 recently responded, with great success, to the suggestion that they raise funds to enable an Egyptian student to take up his place at an art college.
46. Provision for pupils' cultural development is satisfactory. Pupils are introduced to their own local culture through visits to historical sites and museums, and by joining in a range of musical performances. The school plays a full part in local community ventures, such as last year, when pupils worked with elderly people from the community to design and construct a commemorative Millennium mosaic. They learn something about the lives of peoples in other countries, through studies in geography. However, pupils' experiences of other cultures through music and in art are rather limited. Despite initiatives, such as a visit to a Sikh temple, pupils' understanding of the range of cultures represented among people of their own country is restricted.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school cares for its pupils very well. The strong support noted at the previous inspection has been maintained and extended. All the adults in the school community have a shared concern for pupils' welfare and happiness and this is very evident in the way the school operates as a really friendly family community. For instance, pupils often arrive well before the start of the

school day and always receive a friendly welcome. They feel cared for and secure and this helps them to enjoy their lessons and to make good progress.

48. Personal guidance is very good, because staff know pupils well, as individuals, and give them well-judged ongoing support and advice. All staff give much positive encouragement for good work and good behaviour. An effective system of awards adds to pupils' motivation. Similarly, a structured system of warning cards is employed when, infrequently, such sanctions become appropriate. Teachers are well aware of the few pupils who need extra help to manage their behaviour and use very good strategies to support them.
49. All the staff are alert to any concerns that emerge about pupils' well being. The strong framework of care and consideration means there is little room for bullying to develop, but pupils are given clear guidance about the help they can get if they should need it. There is a good policy to guide the response to child protection issues if any should arise. The lunchtime supervisors are integrated very well into the school community as honorary 'aunties' to the pupils, and make a full contribution to their care. Support for pupils is enhanced by the way parents are consulted and involved appropriately over any concerns that arise.
50. The school's monitoring of attendance is good. A computerised system is used efficiently to identify any class or individual with rising absence levels. The headteacher addresses any concerns about attendance successfully by discussion with parents. The school has recognised an increasing trend in absences for term-time family holidays and reminds parents of the difficulties that arise from these. The educational welfare officer is available to give further support, but this is needed very seldom.
51. Other aspects of pupils' welfare and guidance receive very good attention. Suitable arrangements are in place to look after any pupils who become sick or injured. Health and safety routines, to ensure the safe conduct of lessons and other activities, are generally organised very well. Procedures for emergency evacuation of the building are in place and are practised regularly. The gaps in risk assessment noted at the previous inspection have been addressed. However, pupils are allowed to wear necklaces and hoop earrings. The school is careful to insist that such items must not be worn for physical education lessons, but the possibility of accidental playtime injuries still remains.

Assessment

52. Procedures for assessing pupils' attainment and progress are very good, as is the use made of the information gained. Results in both statutory and optional tests are analysed and the results used to improve teaching in English and mathematics. Pupils' progress is tracked carefully, in these two core subjects and science, and achievable targets are set for each individual. These lead to individual targets in literacy, which all pupils have pasted in the front of their exercise books. Targets are discussed with the pupils, who understand them, and these are reviewed each half term and changed as necessary. There are also class and ability group targets in literacy and numeracy, some of which are displayed clearly in classrooms.
53. The record keeping for pupils with special educational needs is exceedingly thorough and the co-ordinator works hard to involve parents closely at all stages. Assessment and monitoring of support for pupils with a Statement of Special Educational Needs is most effective.
54. The detailed schemes of work in all subjects have assessment opportunities written into them. During the inspection some ongoing assessment was observed, with classroom assistants taking notes of pupils' responses, and teachers altering their planning in the light of the previous lesson. This is good practice, enabling teachers to build progressively on pupils' knowledge and understanding. Assessment in subjects other than English, mathematics and science, follows the completion of units of work each half term, and records are kept which are passed on to, and discussed with, the next class teacher. Policy and practice are clear and are followed consistently and effectively by all staff.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The very good relationships with parents, noted during the previous inspection, have been maintained. Parents hold the school in exceptionally high esteem. Many of them are keen to go on record with positive comments in praise of its strengths and few have even minor reservations about its work. They value the warm and friendly welcome that they and their children always receive from the headteacher and from all the other staff.
56. The high level of enthusiastic support comes about partly because parents greatly value the way staff care for their children and help them to make good progress with learning. The other key factor is that the headteacher and staff have a whole-hearted commitment to sustaining a friendly and effective partnership with pupils' families and this intention is evident in all their dealings with them. Pupils benefit both in their academic achievement and in their personal development from the resultant good partnership between home and school. For instance, as parents have a good understanding of teachers' aims, they readily give their support over the expectations for homework.
57. Communications between parents and teachers are very good. Parents are welcomed into classrooms before the start of lessons, and those with younger children in particular often use this opportunity to see their child happily settled and to briefly exchange any relevant information with the teacher. Similarly, at the end of the day parents can come into school and the headteacher and other teachers are readily available to discuss any queries or concerns. As well as regular newsletters, parents receive a very helpful information sheet each half term with a summary of the work their child will be doing in each subject.
58. The headteacher is quick to contact parents if their child encounters any difficulties in school. Parents of children with special educational needs are kept well informed and are involved closely in considering how their children are to be supported. Annual reports give parents a good amount of information about what pupils have learnt, with very helpful detail in English, mathematics and science. In some instances, however, comments in other subjects mention activities the pupil has completed, rather than the knowledge and skills that have been gained. Formal meetings with staff to discuss pupils' progress, and share their targets for further learning, are offered regularly and are a very good source of further information for parents.
59. A number of enthusiastic parents help in school, for example, by accompanying pupils on trips, and by running the football and cricket clubs. In addition, there is a very successful parents' association that makes a considerable contribution by raising funds that are used to subsidise trips and to purchase extra resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The school is led and managed very well. The headteacher, staff and governors have worked hard to ensure that there are appropriate values and policies in place and that these are shared by parents. The school's aims are reflected exceptionally well in the life and work of the school. The headteacher, deputy headteacher, and staff, work very closely together and have created a corporate approach to decision-making that operates most efficiently. There is a very caring atmosphere, based on consideration for the whole individual, in which pupils feel valued and develop their confidence and self-respect. A strong ethos of fairness permeates all aspects of school life. The school has a most effective learning environment and relationships are excellent. This is reflected especially in the close teamwork of all staff and governors.
61. The headteacher's very strong leadership has been most effective in providing a clear educational direction for the school. There are realistic targets for raising attainment, firmly based on a good knowledge of the pupils and their capabilities. Development planning is undertaken very well, staff and governors have a close involvement and the appropriate priorities for school improvement are identified accurately. The whole school is very clear about the direction it will

take in the future. Planning for school improvement has developed well since the time of the previous inspection, when it was criticised for lack of detail. Performance management is used very effectively to ensure that teachers have appropriate objectives and are given every opportunity to build on their professional skills.

62. The headteacher has built a strong team of committed teachers to take the school forward, and there is an outstanding determination to improve. The governing body is very supportive of the school and conscientious in carrying out its legal responsibilities. Governors work with a sound understanding of the strengths and weaknesses of the school and are fully involved in shaping its future direction. Committees work effectively and many governors are frequent visitors to the school, sitting in lessons and holding discussions with key staff.
63. The management of the systems for pupils with special educational needs is very good, and there is very effective, caring provision. The co-ordinators have developed procedures for early identification of need very effectively. They are directly responsible, together with class teachers and outside agencies, for compiling each pupil's individual education plan and are fully involved in reviews and assessing pupils' progress. There are appropriate structures to ensure educational inclusion for all.
64. Responsibilities within the school are shared out equitably and teachers take their responsibilities seriously, attending training and supporting any colleagues who may have difficulties. Pupils' work is planned in detail and co-ordinators take care to ensure that there are appropriate schemes of work for all subjects. Teachers work closely together and share their planning, so that co-ordinators are able to monitor what is planned for their subjects. Consequently, teaching builds consistently on what pupils already know and understand.
65. Results of the National Curriculum tests are analysed each year so that weaknesses can be identified and adjustments made to the curriculum. Co-ordinators have opportunities to monitor and work with their colleagues in order to analyse strengths and weaknesses in detail and draw up plans to improve resources and planning. Apart from English and mathematics, however, these plans do not show how they intend to raise standards in their subjects.

Staffing, accommodation and learning resources

66. As was noted during the previous inspection, the school has a sufficient number of staff that match the demands of the curriculum. Learning resources have improved and are now mainly adequate in all subject areas, except geography, and one aspect of information and communication technology. However, in most subjects they are still rather limited, and teachers work hard to ensure that they are used to good effect. Resources are now good in most areas of information and communication technology because previous weaknesses in these areas have been tackled effectively.
67. Accommodation was good at the time of the previous inspection but, because of the rising number of pupils, it is now barely adequate. The goodwill and good management of staff has been the key to making best possible use of available space. For instance, the Year 5 class is organised well in the restricted space offered by the former staff room, while the building is being extended. An excellent sense of community is evident in the way staff cope cheerfully with the library being used both as a staff room and an administration area. A new classroom, currently under construction, will remedy the most urgent difficulties resulting from the accommodation.

Strategic use of resources

68. Financial resources continue to be used very effectively. The school applies the principle of best value to a very good extent. The governing body compares pupils' performance with that of similar schools, and also looks at the school's patterns of expenditure, alongside statistics for comparable local schools. The governors are advised well by the headteacher, and they use the budget wisely, with a strong focus on supporting priorities identified for improvements to teaching

and learning. There has been recent high expenditure on setting up the new computer suite and this important new resource is already beginning to help raise pupils' attainment in information and communication technology. Similarly, there has been a well-considered initiative to employ extra classrooms assistants, so as to give extra support to pupils in all numeracy and literacy lessons.

69. Governors recognise other needs specific to the school, such as the high maintenance costs of their elderly building. They have prudently built up substantial financial reserves in preparation for necessary reroofing. They are careful to consider competitive quotations, when appropriate, for instance, for the wiring of the new computer suite. A particular strength is the importance attached to consulting with parents and to considering their views about the school. Through the new School Council, the headteacher and deputy headteacher now also listen carefully to pupils' views and take action on their suggestions.
70. The very good strategic allocation of the budget in the school development plan is backed up by careful procedures for routine management of finances. With good support from administrative staff, the headteacher checks expenditure very carefully, to ensure it is in line with what has been planned. Funds given to the school for specific purposes are used appropriately. For instance, income allocated to benefit pupils with special educational needs is spent appropriately on staffing and resources to enable them to make the same good progress as other pupils. Governors receive reports of expenditure regularly and consider whether the expected benefits of particular initiatives are being gained.
71. The funding allocated to the school is slightly above that given to other primary schools. When account is taken of all aspects of the school's work, including pupils' achievements; the quality of teaching; very good attitudes to work that are generated among pupils; the strong leadership and management; together with the excellent relationships that characterise the whole school community, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to improve the quality of education provided and to raise standards, governors, in partnership with the headteacher and staff should:
 - θ raise attainment in information and communication technology, design and technology, and art and design, by continuing to implement the existing schemes of work effectively (*Paragraphs 13, 14, 128, 129, 130, 135, 137, 154, 156*)
 - θ ensure that the children in the reception class receive a curriculum suited consistently to their needs.* (*Paragraphs 1, 5, 36, 74, 75, 80, 83, 85, 89*)

*The school has appropriate plans to raise standards in the subjects stated above, and to provide a consistently appropriate Foundation Stage curriculum for the children in the reception class.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

61

Number of discussions with staff, governors, other adults and pupils

47

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	32	46	17	3	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

YR – Y6

Number of pupils on the school's roll (FTE for parttime pupils)	194
Number of full-time pupils known to be eligible for free school meals	16

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	42

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.1

Unauthorised absence

	%
School data	0.0
National comparative data	0.4

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
	2000	16	12	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	16
	Girls	11	11	12
	Total	26	25	28
Percentage of pupils at NC level 2 or above	School	93 (96)	89 (88)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	11	10	12
	Total	26	25	28
Percentage of pupils at NC level 2 or above	School	93 (96)	89 (96)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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
	2000	10	13	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys**			
	Girls**			
	Total	18	21	21
Percentage of pupils at NC level 4 or above	School	78 (63)	91 (81)	91 (81)
	National	75 (70)	72 (69)	85 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys**			
	Girls**			
	Total	21	20	22
Percentage of pupils at NC level 4 or above	School	91 (63)	87 (88)	91 (81)
	National	70 (68)	72 (69)	79 (75)

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

**The number of boys and girls taking the tests has been omitted from the table, as there were ten or fewer pupils in one of the groups.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	192
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.75
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	93

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	330,918
Total expenditure	341,192
Expenditure per pupil	1,750
Balance brought forward from previous year	33,000
Balance carried forward to next year	22,726

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	194
Number of questionnaires returned	90
Percentage of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	20	2	0	1
My child is making good progress in school.	82	18	0	0	0
Behaviour in the school is good.	87	13	0	0	0
My child gets the right amount of work to do at home.	51	43	4	1	0
The teaching is good.	89	11	0	0	0
I am kept well informed about how my child is getting on.	60	40	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	89	10	0	1	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	72	27	1	0	0
The school is well led and managed.	96	4	0	0	0
The school is helping my child become mature and responsible.	78	22	0	0	0
The school provides an interesting range of activities outside lessons.	67	23	3	0	7

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

73. Education for children in the Foundation Stage is provided in one reception class. The previous report made no reference to children under five, so it is not possible to say what level of improvement, if any, has taken place. Children enter the school in the September, or the January, of the year in which they will be five. Pre-school experiences are wide and varied, but about three-quarters of children have had some opportunity to attend a pre-school group. The local authority's baseline test is used to assess attainment within the first few weeks of entry to the reception class. Information from this indicates that children's attainment on entry is similar to that expected for their age. This is supported by inspection findings.
74. Although the teaching in the reception class is sound overall, the curriculum is unsatisfactory. The learning environment for children in the Foundation Stage is too formal to meet their needs effectively. The curriculum is planned well insofar as the learning objectives are matched to the Early Learning Goals³ for children in the Foundation Stage. It provides a broad programme of teacher-directed learning experiences but there is a lack of free access to suitable, structured play activities to enable children to develop their exploratory and investigative skills and to allow them to make choices for themselves. This results in a lack of balance in the experience offered to children in the Foundation Stage.
75. The use to which the accommodation is put, the organisation of the curriculum, and the tired condition of some of the equipment, restrict access to the activities that children of this age require in order to develop independence in their learning and to practise and consolidate their skills. Teacher-directed activities are well planned and tightly focused. Assessment is rigorous and is well matched to the Early Learning Goals. There is currently no appropriate provision for structured outdoor play in order that children may effectively develop skills and collaborate with peers in an appropriate environment. The school has an area designated for outdoor play, which is currently out of use because of ongoing building work. Governors have recognised this requirement within the school development plan and have appropriate plans to develop facilities for children in the Foundation Stage.

Personal, social and emotional development

76. Children make good progress overall in personal and social development and attain levels that are above those expected for their age in many aspects. They behave well, show respect for the feelings of others, and follow the rules, when taking turns in games and discussions. This is a direct result of the very strong teaching of these qualities. Children are developing a good respect for other cultures for example, when they enjoyed the celebrations for the Chinese New Year and found out the animal for the year of their birth.
77. The teaching of children's personal and social skills is good overall, with a consistent approach that enables children to understand the behaviour that is expected in school. There is not, however, an appropriate emphasis on the development of independence in learning. This is caused by the inadequacy of the activities, the layout of those activities that are available, and the restricted access that results from this.
78. Children respond positively to their experiences at school, forming amicable relationships with each other and paying good attention to their teachers. They tidy up at the end of each session, and, when given the opportunity, they are happy to take responsibility for choosing activities and resources appropriate to their needs. These opportunities occur, however, very infrequently. At

³ The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

lunchtime, the children who bring sandwiches to school, or have school meals, sit quietly and responsibly, and behave very politely asking for help when needed and showing independence.

Communication, language and literacy

79. The teaching of language and literacy is very good. As a result of the highly focused and very well-informed teaching, the children are making very good progress and attaining standards that are above those expected for their age. For a significant number of children, attainment is very high. The children listen attentively to their teachers and to one another, listen to stories with interest, and take part in science investigations with an adult. They report back to their classmates confidently, relating their experiences of their work during the session. After a creative artwork session, for example, children described the texture they had created with rice mixed into paint, one said, 'It feels hard but it looks furry.'
80. Children's spoken language skills are developed to a very high level. The teacher uses the tone and rhythm of her voice very effectively indeed to develop choral speaking and her very high expectations, and very skilled direct teaching, result in the children attaining remarkably high standards for their age. The children performed extracts from *The Gingerbread Boy*, where they worked in small groups to rehearse, and then formed a whole class presentation, building to a well-timed crescendo. Role play, where the children play independently and imaginatively within a small group, is less well developed, as few opportunities are created for such experiences.
81. The basic skills of reading are taught very well and children attain high standards for their age. Children are confident in their use of letter sounds and they use a wide range of cues in their reading; picture cues, initial letter sounds, sentence structure and word order. The class teacher teaches these skills specifically, during the literacy hour, and the children respond very well, showing a great pride in their achievements. There is a very close involvement with parents and this is having a very positive impact on attainment. Children take books home to share with their parents and all enjoy stories and reading. More able children are already competent readers and all children have a good understanding of word recognition and basic letter sounds.
82. Most children form letters of the alphabet correctly and many are able to write well-structured sentences with correct use of capital letters and full stops. Children apply their knowledge of phonics very well to their spellings. The high expectations of the teacher are having a very marked effect on children's attainment in this area of learning.

Mathematical development

83. Children make good progress in mathematical skills overall. However, the teaching of mathematics, while generally sound, allows too few opportunities for focused practical work in children's free choice activities to consolidate learning effectively. As a result of the strong focus on the numeracy hour, together with the high expectations of the teacher, the children attain levels in numeracy that are above those expected for their age. The work is very formal. Children have little or no access to activities, such as sorting and matching, weighing, water play, activities using shape, position, size, or quantity. They have little opportunity to practise sequencing and pattern making, for example, through threading beads or painting activities, in order that they may fully develop a sure understanding of the mathematical concepts taught.
84. Children enjoy counting forwards and backwards using songs and rhymes to support learning. They count to 20, with confidence, and recognise the numerals, although not all can confidently put them in the correct sequence. Higher attaining children are able to add and take away by counting forward and backwards within 20, and they record their work, using pencil and paper, within ten. Most children use the language of mathematics correctly.

Knowledge and understanding of the world

85. Children make satisfactory progress in this area of learning with sound direct teaching and a clear focus for children's learning. Children attain levels that are similar to those expected for their age. Teaching is sound overall, but there are occasions when the provision is unsatisfactory. Some opportunities are provided for children to develop technological skills through their use of construction toys, during playactivities with both large and small apparatus, but this is not a very frequent occurrence. The children's learning is overly directed and, although the specific teaching is well focused and clear, there is insufficient scope for children to investigate and find out for themselves.
86. When opportunities for exploration are given, children enjoy them, for example, when they investigated the properties of ice. The opportunity that was created for children to imaginatively explore life in the snowcovered arctic, by being dressed in warm furry clothing to keep warm, was very much enjoyed by the children. They watched a large block of ice melt into the 'salt snow' while they happily encouraged their polar bears to trudge through the snow and bask on icebergs. Another group of children made icdollies in order that they might discover the changes that occur as a liquid freezes but, even in this activity, their own involvement was minimal and they were expected to learn by watching the teacher rather than doing it for themselves.

Physical development

87. The teaching of physical skills is generally sound, with a good use of assessment to ensure teaching matches identified needs of the children. However, the use of large outside equipment is unsatisfactory because there is not a clear enough idea about what children of this age should learn. The children's physical development is as expected for their age. They run, jump, climb, and land, confidently, showing a developing use of space and an awareness of the proximity of others. The clear teaching of skills has had a noticeable effect on the action of the children when running and their attainment in this is above average.
88. Children do not currently have access to a secure outdoor play area, or wheeled vehicles independent or cooperative play, because of the restrictions caused by the building work. They are learning to use space effectively in lessons in the hall and out of doors, with improving techniques in avoiding each other and sound control of their own bodies. Most children show appropriate levels of coordination and balance, as seen, for example, when they all walked very carefully back into school balancing a beanbag on their head. Children make satisfactory progress in the skills of cutting, gluing, drawing and writing. Many children use scissors with a good level of competence and most control a pencil well.

Creative development

89. In this area of learning the teaching is sound, with clear promotion of skills, but in artwork, particularly, there is insufficient encouragement of creativity and free expression. Resources for learning are sound and appropriate to the needs of children in the Foundation Stage but their free use by the children is restricted by their limited access, owing to the layout of the room. Children's creative and artistic skills are developing appropriately for their age and are evident in the bright displays of work. They use paints, crayons, pastels, chalks, and collage in their artwork. Children explore a range of artistic materials in their work. They use rice, sugar, and flour with obvious enjoyment as they model a variety of textured coats for animals of the Arctic using different media.
90. Musical expertise is developing well as children learn to play untuned percussion instruments with good levels of control and confidence, 'talking' to one another, through the use of instruments, and relating the tempo of the music to different pictures. They show increasing control over their use of percussion instruments and they show a good understanding of rhythm as they clap and use instruments accurately and with appropriate levels of creativity. Children listen carefully in singing lessons and use gestures very effectively to support their renditions, for instance, when they sang, 'There was a princess'.

ENGLISH

91. In the National Curriculum tests, in 2000, pupils' attainment at the end of Key Stage 1, was well above average in reading and above average in writing when compared with all schools and in comparison with similar schools. The results of the tests taken recently are at a similar level. The work seen in lessons and in the pupils' books, and the standard of pupils' reading, reflects the test results. Pupils achieve well in both reading and writing, with a high proportion attaining the expected level. In common with most schools, more pupils reach the higher level in reading than in writing. The school has improved over the last four years at a similar rate to schools nationally, although the gains in pupils' reading ability are greater than are those in writing.
92. Pupils' performance in the National Curriculum tests in 2000, at the end of Key Stage 2, shows average standards being reached when compared with schools nationally and with similar schools. Evidence from pupils' books, their work in English lessons, and from hearing them read, as well as talking to them and their teachers, demonstrates that the standards being achieved by the pupils currently in Year 6 are close to the national average. The trend of improvement over time is similar to the national picture, although there are some big differences from year to year, caused by the ability levels of different groups of pupils and the relatively small numbers involved. The progress made by pupils in Year 6, in English at Key Stage 2, compared with the standards they had reached at the age of seven, was below that found nationally. In particular, the proportion of pupils reaching the higher level was well below the national average. The school recognises that standards in writing at the age of seven, and in English generally by eleven, are areas for continued improvement and has focused on raising the levels of pupils' attainment this year.

Speaking and listening

93. Pupils have good speaking and listening skills, due to the strong focus on this aspect in lessons throughout the school in all subjects. The way teachers ask questions encourages pupils to explain and justify their answers, rather than respond with a 'yes' or 'no'. Teachers and pupils have good relationships, and one result is that pupils feel valued and are, therefore, confident to express their views. Many lessons are structured so that pupils work together in pairs or small groups with a common task. In these circumstances, pupils show an increasing ability to share ideas, developing as listeners as well as talkers. The school's strong emphasis on showing mutual respect plays a part here, as does the positive ethos within which pupils work. In all subjects the use of correct technical vocabulary by teachers encourages pupils to do the same and helps them to express themselves clearly. As a result of these planned opportunities, and the way teachers consistently apply them, standards are high at the end of both key stages.

Reading

94. Throughout the school, pupils show an interest in books and an enjoyment in reading. Many have books at home and use public libraries. They make particularly good progress at Key Stage 1, reaching standards that are well above average by the age of seven. While older pupils continue to improve progress is not as rapid, and pupils' attainment is close to the average by the age of eleven. Evidence suggests that the introduction of the literacy hour, in particular guided reading, two years ago, has had less time to make an impact at Key Stage 2.
95. Less able readers show sound ability to read unknown words, and are often able to work out difficult words by sounding them out. Many average and higher attaining pupils have very good word recognition and pronunciation skills. In Year 3, pupils read words, such as *traditionally*, *exceptional* and *knowledgeable*, and *interference*, *tertiary* and *stomatolites* in Year 5, although some of these they, understandably, find hard to define! Older pupils are often fluent, using punctuation to phrase their reading and incorporating plenty of expression.
96. Pupils' research skills have clearly been taught well. In Year 2, all pupils can explain the difference between fiction and non-fiction books, and higher attaining pupils know how to use a

book's contents or index. By the end of Key Stage 2, most pupils are confident in these areas, as well as knowing the purpose of a glossary, and some know how to skim a text, looking for subtitles and key words. They are beginning to make use of the Internet as a source of information. In contrast, their library skills are weak. The school's non-fiction books are colour coded and numbered, which makes them accessible to younger pupils, which is the school's intention. However, older pupils have no knowledge of the Dewey classification system, which handicaps them when using public libraries to research their topics. The library is housed in a temporary area during the present building work, and is not in a welcoming and attractive area in which to enjoy books.

Writing

97. Handwriting and spelling are both taught consistently. Many pupils in Year 2 are beginning to develop a cursive script, and the handwriting of older pupils is generally consistent in size and style. Spelling is tested regularly with suitably graded examples for pupils of differing ability. As usual, the results are not always reflected in the spelling in pupils' writing, especially when they are involved in the story. However, pupils have a good understanding of letter sounds, so the meaning of wrongly spelled words is recognisable.
98. Pupils find greatest difficulty in developing their writing skills, and the school is working hard to help them. About three quarters of pupils in Year 6 are working at, or above, the expected level. They organise their work well, sustain their ideas through their writing and write well to a specific purpose. Their spelling and punctuation are sound. Some of the writing produced at Key Stage 2, especially the poetry, is of a very high standard and pupils enjoy talking about it. There are good examples of pupils using their writing skills in different subjects, such as history or religious education. However, the older pupils have difficulty in selecting a topic and writing fluently at the pace required by the tests they take at eleven, and have needed plenty of practice in working to a deadline.
99. All pupils have individual targets in English that are quite specific. Younger pupils, for example may have, *'ensure that sentences start with a capital letter and end with a full stop'*, whilst the older or more able pupils could have, *'check written work for the tense of verbs'*, or, *'use adjectives and adverbs to make your writing more interesting'*. These are referred to frequently and assessed every half term. Teachers also mark pupils' writing very well, making helpful suggestions or pointing out common errors, as well as giving plenty of encouragement. A sample of writing from each pupil is assessed and given a National Curriculum level each half term, so that pupils' individual progress can be monitored closely. The school analyses the results of tests to make sure they are aware of common difficulties and can adjust the teaching accordingly.
100. Teachers make very good use of the literacy hour having clear objectives, which they share with the pupils. The more able pupils are challenged with work suited to their attainment and, therefore, make good progress. Classroom assistants are used well both to support pupils with special educational needs and lower attaining pupils, and, as a result, these pupils' progress is comparable to that of their classmates. In some lessons, assistants have little to do during teacher introductions, which is a waste of a valuable resource whilst in other lessons there is good practice as they observe pupils and make notes, which they later discuss with the teacher. The purposes of the lessons are shared with the pupils at the beginning and end, although, occasionally, these relate more to activities than learning intentions.
101. The quality of teaching in English is a strength and is consistently good through the school, with examples of very good teaching at both key stages. Teachers are confident in their subject knowledge and have high expectations of their pupils, which are usually met. Teachers manage pupils very well and have an excellent relationship with them, and this has a lot of bearing on the quality of the pupils' response. They know their pupils, and this means their assessments are well founded. Some literacy lessons last longer than the intended hour, and, as a result, there can be a lack of urgency as pupils attempt their written tasks

102. The subject is led well by an informed coordinator, who knows both the subject and how it is developing in the school. Resources have been improved by the purchase of attractive *big books*, which give the pupils a lot of enjoyment. The school has achieved a steady improvement in standards since the previous inspection, has a good level of insight into the *key* weaknesses in the subject, and has plans to deal with them. The school is in a good position to raise standards further.

MATHEMATICS

103. Since the school's inspection in 1996, there have been very significant improvements in the way mathematics is taught and the standards pupils achieve. The results of the 2000 National Curriculum assessment tests at the end of Key Stage 1 were above the national average. When compared to similar schools, the results were close to the average. The results have kept pace with the trend of national improvement since 1997. The level of attainment for pupils currently at the end of Key Stage 1 is well above average. All these pupils are achieving at the minimum level expected for seven-year-olds and higher-attaining pupils are challenged very effectively by the work they are given, with a very significant number attaining the higher level. Pupils with special educational needs are making good progress as a result of the additional attention given to them by classroom assistants.
104. The results at the end of Key Stage 2 in 2000 were well above the national average and well above the average for similar schools. Almost all pupils attained the expected level, with a higher proportion than average reaching the higher level. The trend in improvement has been steeper than the average trend. Pupils currently in Year 6 are unlikely to achieve quite such high standards overall, because of a greater proportion of pupils with special educational needs within the small group. Comparison with previous test results indicates that pupils have made very good progress since their time in Key Stage 1. The school has exceeded its targets for 2000, at both key stages, and the targets for Key Stage 1 in 2001.
105. By the end of Key Stage 1, pupils have developed very good understanding of number and, in most areas of mathematics, they are working above the level expected for seven-year-olds. Pupils know addition and subtraction facts using numbers to 20. They recognise sequences of numbers, including odd and even numbers, and know their two, three, four, five and ten times tables. They add and subtract two-digit numbers accurately to 100. They tell the time to the nearest five minutes correctly, and carry out simple calculations using coins with 20 pence. While all pupils complete very similar work, the average and higher-attaining pupils work at a faster pace and present their work more clearly. They work with larger numbers soundly, correctly identifying, for example, place value up to 1000.
106. In Year 2, all pupils have a sound understanding of place value, identifying hundreds, tens and units digits in numbers. They place these numbers in the correct order of size. Most pupils have a sound knowledge of two and three-dimensional shapes and they are beginning to use right angles in their work. Pupils are well motivated and answer teachers' questions, using appropriate mathematical vocabulary.
107. By the end of Key Stage 2, pupils have good computational skills and well-established concepts of addition, subtraction, multiplication and division. They have a clear understanding of place value and are familiar with different strategies for carrying out mental calculations. They explain, for example, different ways to multiply two two-digit numbers. They handle fractions confidently and know how to convert them to decimals. Work involving two and three-dimensional shapes, measurement, the calculation of perimeter and area, and interpretation of data is of an appropriate standard. Pupils understand reflective symmetry and draw in lines to indicate the axes of a variety of different shapes.
108. Although lower-attaining pupils work more slowly and use easier numbers, they are generally keeping pace with other pupils as a result of well-targeted assistance from teachers and other adult helpers. The most able pupils are provided with more advanced work and achieve standards that are well above those expected for their age. Pupils are set challenging tasks in problem solving activities. The higher-attaining pupils in Year 6 use a full range of mathematical skills to apply their learning of reflective symmetry, as they give co-ordinates, both negative and positive, for all four quadrants, in order that points may be plotted and the new shapes drawn. Lower-attaining pupils are equally well challenged in their activities but the processes involved are less complex.

109. Since the previous inspection, there have been considerable changes in the way mathematics is taught in the school. The school has embraced the principles of the National Numeracy Strategy enthusiastically. Much inservice training has been provided and all staff have had the opportunity to discuss their teaching with the mathematics coordinator after their lessons have been observed. This has raised everybody's awareness of good practice and has resulted in more challenging lessons in which pupils are encouraged to use different strategies and to think more carefully about how they arrive at their answers.
110. By the time they leave the school, the pupils have developed good numeracy skills. They have a good sense of the size of a number, know number facts by heart, and use what they know by heart to work out answers mentally. They calculate accurately and efficiently, both mentally, and with pencil and paper, and can explain their methods and reasoning.
111. The school has a clear focus on raising standards in mathematics and has implemented a number of strategies that have affected results. A comprehensive audit of the subject has been completed and areas of weakness targeted, such as improving data handling techniques, and an emphasis on the correct use of mathematical vocabulary. Additional resources are now in place, including classroom support. Teachers' classroom performance is monitored regularly and guidance given on how their quality of delivery can be improved. Teachers are confident in their teaching of the National Numeracy Strategy and they display a good subject knowledge that ensures learning moves forward at a brisk pace. The most significant factors in raising standards, however, have been the close match of work to pupils' ability levels and the high expectations that teachers have of pupils' performance. Work is particularly challenging for high attaining and gifted pupils.
112. The quality of teaching and learning in mathematics is very good. Throughout the school, teachers are conscious of the need to plan work that is challenging in order that pupils reach their full potential. They plan their lessons thoroughly using the National Numeracy Strategy document as the basis for their weekly planning. Teachers are mindful of the needs of different ability levels and match work appropriately. The purposes of the lesson are shared with the pupils and reinforced at the end of the activities.
113. Lessons are structured well, providing an appropriate balance between whole class, small-group and individual activities. Teachers are using an introductory mental mathematics session very effectively. A brisk pace, a variety of approaches, and good use of resources, helps to motivate the pupils and give them greater confidence in handling numbers. In some lessons, pupils were observed using number fans or small individual whiteboards to very good effect, the resources ensured that all pupils participated and that the teacher had immediate feedback on which pupils had understood.
114. Teachers manage classes very effectively and ensure that pupils listen to explanations and join in the lesson by answering questions. There are very good relationships between teachers and pupils. Pupils' behaviour is very good so that no time is wasted in settling them to the activities. Teachers motivate pupils by making the work interesting, as in a Year 4 lesson on multiplication, when the pupils used dominoes to compile their own questions and then worked with concentration to find the answers. Pupils produce a good volume of work and concentrate well when completing tasks.
115. Teachers ensure that pupils acquire knowledge and understanding in lessons through direct teaching and consolidation exercises. The most effective teaching is confident and demonstrates good levels of expertise. Teachers are enthusiastic and ask searching questions. This was exemplified in a Year 5 lesson when the teacher asked pupils to explain to the remainder of the class how the mean, mode and median may be reached and the differences between them. The mental processes were shared and the whole class benefited because their understanding became more firmly rooted. In some lessons, teachers encourage pupils to work together and share ideas. This collaborative approach usually proves to be effective in increasing pupils' knowledge.

116. Marking procedures are variable throughout the school. There are some good examples, where teachers not only mark pupils' work thoroughly but also make written remarks that explain to pupils what they have done well and how they can improve. In some year groups, marking is less detailed and work is merely 'ticked'. A target setting approach is developing and teachers are working towards a strategy of writing what they wish pupils to achieve inside the cover of pupils' exercise books. A few useful examples were seen where targets were precise and specific to the particular pupil concerned. Homework is set regularly and supports learning appropriately. Pupils with special educational needs make similar progress to their classmates because tasks are matched well to their attainment levels. The level of support given to pupils with special educational needs by support staff is very good and pupils make good progress towards the targets in their individual education plans.
117. Pupils use literacy skills very effectively, especially in problem solving activities that require a good level of comprehension. Teachers are generally good at introducing new mathematical vocabulary orally, and appropriate vocabulary is written on the board or in displays around the classroom. Information and communication technology is used to support data handling work, but evidence suggests that it is still in its early stages of development.
118. The subject is co-ordinated very well, and arrangements to monitor what teachers are doing have been effective. The monitoring of teaching, the review of pupils' work, the analyses of test performance, and the tracking of progress through the use of assessment data by the headteacher and subject coordinator, are rigorous and are having a positive impact on raising standards. There is a clear commitment to improvement through development planning, which is shared by the staff and governors. The school has set realistic but challenging targets for the future and inspection evidence indicates that they are on line to meet these goals.

SCIENCE

119. Teachers' assessments in 2000, undertaken at the end of Key Stage 1, show that the proportion of pupils reaching the expected standard was very high, when compared nationally and with similar schools. However, the proportion reaching the higher level was below average. The assessments in 2001 show a similar proportion reaching the expected standard, and an increased percentage reaching the higher level. These assessments are reflected in the findings of the inspection.
120. In the National Curriculum tests, in 2000, taken at the end of Key Stage 2, standards were well above average when compared nationally and with similar schools. The test results in 2000 reflected a generally continuing trend of rising standards, with almost all pupils reaching the required level and just over half of pupils achieving the higher level. The pupils presently in Year 6 are working at a similar level to that indicated by the test results in 2000. Levels of knowledge are well above average, although pupils' scientific skills are at an average level. Standards at both key stages have risen since the previous inspection, when they were average.
121. By the age of seven, pupils observe carefully and recognise unfair tests or comparisons. Their knowledge of how pushing or pulling can affect the direction or speed of an object is sound. Pupils carry out tests on flotation, competently, and they investigate reversible and irreversible changes with good understanding. They study the life cycle of the frog and research the parts of plants. Pupils in Year 2 make informed predictions, for example when experimenting with the conditions for seed growth. They record their observations carefully in charts and simple graphs.
122. Pupils, including those with special educational needs, make good progress through the key stage. They make rapid gains in their knowledge and understanding both in lessons and over time. Appropriate emphasis is placed on pupils using scientific skills of observation, prediction, sorting, classifying, and communicating results. Less able pupils are supported well and their activities enable them to learn effectively.

123. By the time pupils reach the age of eleven, they have investigated a wide range of topics. Almost all of those with special educational needs are reaching the required standards because they receive a good level of support and the work is matched to their needs. Pupils have secure knowledge about the effect of heat on materials and of the water cycle. They know about the effects of gravity and the positions of the Sun, Earth, Moon and beyond to the planets. Pupils have very clear understanding of the processes of evaporation and condensation, and their effect.
124. The progress of pupils at Key Stage 2 is good, and they develop their scientific knowledge to a level that is well above average. Pupils enjoy science lessons. They work hard and are often totally involved in their lessons, and this contributes well to the progress they make. However, they develop their skills of scientific enquiry to the average level, and their progress in this aspect is satisfactory. Pupils are given numerous opportunities to carry out tests, and have a sound understanding of how a test can be made fair. However, skills of investigation, and the ways in which a scientific investigation is carried out, are not taught consistently enough through the key stage, for pupils to be able to develop them to as high a level as their scientific knowledge. The co-ordinator is aware of this lack of balance and has already begun planning to address it. Work in science makes a suitable contribution to the development and use of literacy and numeracy skills, through the encouragement of pupils to record their work in a variety of ways, including charts and graphs. There is, as yet, however, little use of information and communication technology in science work.
125. Teaching is good at both key stages and sometimes very good at Key Stage 2. In the most effective teaching, there was a secure awareness by teachers of pupils' level of understanding, and appropriately challenging activities were set to develop pupils' knowledge. Teachers make their lessons interesting and concentrate well on developing specific scientific language. They prepare work carefully and are precise about what they want their pupils to learn. Consequently, pupils acquire scientific knowledge in a structured way. Good use is made of day-to-day assessment, to ensure that teaching points are thoroughly understood by the pupils before moving on. However, although pupils' work is marked conscientiously, teachers are not yet using their marking well enough as part of their assessments. Teachers make it clear to their pupils what they expect them to learn in the lesson, and use questioning well to ensure that the pupils understand fully.
126. In a particularly successful lesson, pupils in Year 5 were set the task of researching the classification of vertebrates and had been given a wide range of resources to enable them to do so. The teacher had sound subject knowledge, used specific language well, and made very good use of focused questions to draw pupils to reasonable conclusions from their information. The activity was matched very well to pupils' knowledge, and ensured that their research was expressed in their own words, demonstrating their understanding. Because the lesson was very interesting and challenging, it moved very rapidly and spurred pupils to considerable efforts.
127. The enthusiastic co-ordinator has worked hard to ensure that there is an appropriate scheme of work that meets the needs of all pupils, whatever their previous experience from the time when there were mixed aged classes. The national guidelines have been incorporated into the school's own scheme of work, giving a good structure for teachers, and enabling them to plan a progression of activities. Assessment is good and the school has a secure knowledge of what pupils can do and understand. Test results are analysed at Key Stage 2 for weaknesses and this has resulted in some change being made to the amount of time spent on weaker areas. Individual pupils' progress is monitored to highlight difficulties. Teachers assess pupils' understanding after each unit of work so that they are aware of the impact of their teaching and any alterations that may be needed.

ART AND DESIGN

128. Standards throughout the school are lower than in other schools, and lower than seen in the previous inspection. Pupils' achievement is unsatisfactory at present, because they have not had

sufficient experience in the past, or the opportunity to develop their skills to a high enough level. However, pupils are now making satisfactory progress and standards throughout the school are beginning to rise.

129. Pupils at Key Stage 1 experience a range of different techniques and media, to produce string printing, fabric collages and observational drawings. They use pastels for their drawings and paint pictures to illustrate their own stories. Pupils have explored the work of Mondrian and Pollock and painted in a similar style. However, their skills are not yet developed to the level seen in most schools.
130. At Key Stage 2, pupils continue to develop their technique and understanding of media, but these are still limited. Pupils study and emulate the style of artists such as Monet and Clarice Cliff. Information and communication technology has been used to develop appreciation of form and colour, for example pupils in Year 4 have used an art package to produce pictures in the style of Rousseau. Throughout the key stage, pupils use different media such as pencils, charcoal, oil, and pastels, and focus on different elements, such as shape, pattern, proportion, and perspective. At both key stages, pupils use sketchbooks to develop pencil techniques, although they are not used sufficiently often to enable drawing and sketching techniques to be developed consistently. There was insufficient evidence of three-dimensional work.
131. Work in art makes a limited contribution to pupils' cultural development at present. Although pupils at Key Stage 2 have opportunities to study the art of Ancient Egypt, and sometimes emulate the art of India and of native Australians, these experiences have not been sufficient to give a sound understanding of the contribution of art to British or other cultures.
132. Although no lessons were seen at Key Stage 1, it is apparent that pupils are now receiving a suitable curriculum and that a range of appropriate activities are planned to develop their skills and knowledge. At Key Stage 2, teaching is satisfactory overall with some good features. Teachers are clear about what they want pupils to learn from their activities and ensure that there is a range of tasks to enable them to do so. The teaching of skills is precise, as was demonstrated by a successful lesson with the pupils in Year 6, where the teacher used interesting resources to illustrate the proportions of the human body and supported pupils in improving their close observations. Consequently, pupils make satisfactory progress throughout the school. Those with some talent in art are given encouragement and taught the techniques in order to assist them in working towards their potential, while those who do not draw well are given the individual support necessary for them to reach a reasonable level.
133. In one lesson seen, pupils in Year 5 were engrossed in their task to work in the style of Indian miniaturists. They worked with great concentration and care, taking pains with the fine detail and using watercolours with attention to the characteristics of the medium. These good attitudes to the subject have a positive impact on the progress pupils are able to make.
134. The previous inspection criticised provision, as there was no scheme of work. The new subject co-ordinator is enthusiastic and keen to raise standards, and the new scheme of work that she has put in place is a firm basis for teachers to use in their planning. It includes all the elements necessary to raise standards. The implementation of this scheme is already having a positive effect on pupils' attainment.

DESIGN AND TECHNOLOGY

135. Evidence from lessons, scrutiny of articles made and the plans for them, and discussions with pupils indicates that standards are similar to those in other schools at Key Stage 1, but lower than those in other schools at Key Stage 2. Achievement over time has been limited because the subject has received too little attention. However, all pupils, including those with special educational needs, are now making satisfactory progress at both key stages, because the programme being taught develops their key skills and knowledge. During the most recent inspection, insufficient evidence was seen to make a judgement on standards.

136. By the end of Key Stage 1, pupils have had an adequate experience of the range of materials required and their making skills are average for their age. They use cardboard to make their models of vehicles, fabric to make puppets and wood to make frames. Pupils have experience of making sandwiches in cookery lessons. They have a satisfactory knowledge of mechanisms, such as levers and axles that they apply competently in making models of wells. Pupils make sound plans for their own models, and label the parts. They make informed decisions, based on their knowledge of properties, about the materials they are to use.
137. At Key Stage 2, pupils' skills are less well developed because their experience in the past has been limited and they have considerable ground to make up. They carry out investigations, but have rarely used construction kits. Pupils have only recently had sufficient opportunities to make artefacts with moving parts, or using different materials. Although they design their own models using diagrams, occasionally with measurements, their experience is limited and their skills are below that expected for their age. They have only a sketchy knowledge of mechanisms. Consequently, although pupils in Year 6 worked with great care to produce their models of shelters for people made homeless by floods, their designs were not of the quality usual for their age.
138. Pupils are, however, making satisfactory progress in improving their knowledge and understanding because a well-founded scheme of work is being implemented effectively. Those with less ability in the subject are given additional support in order to enable them to make similar progress to their classmates, and more able pupils are encouraged to use their skills, and to develop them to a higher level. Pupils have good attitudes to the subject at both key stages. They enjoy their work and are enthusiastic about the lessons. Their concentration is very good and the oldest pupils worked very well together when considering different types of shelter.
139. The teaching is satisfactory at both key stages and there are good features, particularly in the way that teachers plan carefully to develop specific skills, and enable pupils to use them in their own way. In Years 5 and 6, the teachers have solved the difficulties caused by somewhat limited resources both in this subject and art, and the constraints of small classrooms, by teaching both concurrently. Organisation is very careful and the thoughtful deployment of staff ensures that all pupils, particularly those whose skills are less well developed, have the support they need to make gains in their skills and knowledge in each subject.
140. Pupils are given appropriate tasks that develop their skills and build on those already acquired. Class control is very good and the activities move at a brisk pace. In a lesson in Year 6, when teaching was particularly good, the teacher used discussion and sharing of ideas very effectively to promote the use of imagination in designing vehicles. Constant and supportive encouragement promoted an impressive pace of work, and pupils were guided to take a high level of pride in their work to ensure that it was presented very well. There are appropriate opportunities throughout the school to use and extend numeracy skills, through use of measurement, and to develop literacy skills, through careful planning and evaluation.
141. Since the previous inspection, the enthusiastic coordinator has ensured that there is a good scheme of work based on the requirements of the National Curriculum and that there are adequate resources. Because teachers have confidence in the scheme, they are implementing it effectively, and are now ensuring that the pupils have the experiences they need in order to raise standards.

GEOGRAPHY

142. When the school was inspected in 1996, no geography lessons were seen and there was insufficient pupils' work available to make an overall judgement on standards. It was judged that by the end of Key Stage 2 pupils attained standards that were generally similar to those seen in other schools. It is therefore difficult to assess how the school has improved, although, currently, pupils' attainment is in line with expectations, at the end of both key stages, and teaching and

learning are good. The quality of teaching is supported by a thorough scheme of work, which was lacking at the time of the previous inspection.

143. By the end of Year 6, pupils have developed a good appreciation of some of the environmental issues in geography. Their studies of contrasting locations to their own, such as India and St. Lucia, help them to appreciate, not only differences between cultures and countries, but also the things they have in common. Teachers use questioning techniques well so that the pupils are encouraged to think for themselves. The quality of information for pupils is good, and this helps them in their research. A similar approach is used throughout the school, starting in Year 1, when pupils look at London and compare it with Lower Pilsley. This continuity means that, as they get older, pupils are able to build on their knowledge and understanding in a consistent way.
144. Fieldwork is used to give pupils firsthand experiences as far as possible, both in their own locality and when making visits from school to places further away. There are some plans and maps in pupils' books, with good use of keys by younger pupils to identify different areas or uses. For instance, pupils in Year 2, taking a trip to Scarborough, looked at a map of England to visualise their journey, and to also find places they had been to with their families. However, there is less opportunity for pupils to draw their own plans or maps, so that they begin to get a sense of scale and comparative size. Resources are also weak in this area of geography, with few globes. Older pupils' location skills are weak; those who are confident when naming countries, capital cities, or physical features such as mountains and rivers, do so from their own knowledge, rather than what they have learned in school.
145. The quality of teaching is consistently good in both key stages, and pupils learn well. Teachers provide additional support, where necessary, for pupils with special educational needs and lower attaining pupils, often through tasks that make appropriate demands on their knowledge and understanding. Consequently, these pupils make good progress. As with teachers' questions, the work set for pupils can often be completed at different levels, allowing higher attaining pupils to extend their learning. Teachers are enthusiastic and work hard to involve pupils in the subject. While this is very effective, and pupils respond with interest and attention, teacher-led discussions sometimes run on too long, leaving little time for pupils to consolidate their learning through written tasks.
146. The geography coordinator has management responsibilities for history, which is helpful in developing links between the two subjects. There are also links with other subjects, particularly writing in different styles, such as arguing the case for protecting environments, or drawing graphs to show contrasting rainfall. The coordinator is drawing up a programme to note the progression of skills through geography, checking it against National Curriculum requirements. This is appropriate, to ensure that progress is consistent and learning is built on. Assessment systems are suitable; half-termly assessments are made of units as they are taught, with records kept in pupils' files.

HISTORY

147. There has been a sound level of improvement since the previous inspection. Pupils attain standards by the time they leave school that are similar to those of most eleven-year-olds. Attainment in history at the end of Key Stage 1 is typical of that expected of seven-year-olds. The programme for teaching enables teachers to take pupils through interesting and challenging work. This allows them to make steady progress across the key stages so that, by the time they reach the age of eleven, most pupils, including those with special educational needs, have a sound understanding of the periods and people they study.
148. It was not possible to see any lessons in history because of the way in which the curriculum is planned. Analysis of pupils' work, together with teachers' planning and discussion with pupils, show that pupils at Key Stage 1 begin to understand about the passage of time as they use objects and photographs about everyday life as an introduction to the past. Teachers choose topics that are interesting to pupils and ensure that there is a wide range of resources available to

them. Pupils research their own family tree and interview parents and grandparents about their experiences as children growing up in a different era. By the age of seven, pupils have a sound knowledge of famous people in history, including Queen Victoria, Florence Nightingale, Louis Braille, and Guy Fawkes.

149. Teachers at Key Stage 2 use their knowledge of history to enable pupils to focus early on independent research and to note primary and secondary sources of evidence. For example, pupils in Year 6 have researched the political and social structures and hierarchy of Ancient Egypt. In discussion, they were aware of the power and wealth of the Pharaohs and also commented knowledgeably on the development of the burial customs and location to give greater security through the exploitation of the Valley of the Kings. Pupils in Year 6 have made strong links with their studies in religious education, as well as studying the geography and importance of the River Nile to the life of the people.
150. Teachers use links with other subjects of the curriculum very effectively. A strength of the provision is the development of literacy skills through drama, debate, research, and the use of note taking in research work. Links to art are strong, with the creation, for example, of decorated clay canopic jars and artwork, and hieroglyphs written on 'papyrus'. Pupils' numeracy skills are developed through the use of timelines, and, at Key Stage 2, the making of pyramids. Teachers enrich pupils' understanding of the reality of the past by visits to museums and historic buildings. All pupils at Key Stage 2 visited the recent Tutankhamun exhibition in Doncaster and, on other occasions, they have enjoyed visits from 'Viking Warriors' and experienced a 'Victorian Christmas'.
151. The subject is led well. The coordinator has improved the range of resources since her appointment, but they are still barely adequate to meet the school's needs. A start has been made on monitoring teachers' planning and staff make a thorough assessment of the development of skills through topics to ensure continuity and progression. Although all pupils were recently studying Ancient Egypt, the careful planning ensured that pupils in different year groups studied differing aspects and that pupils in Year 6 investigated the topic in far greater depth than pupils in Year 3.

INFORMATION AND COMMUNICATION TECHNOLOGY

152. Information and communication technology has moved a long way since the inspection in 1996. At that time, standards were below those expected and pupils' progress was unsatisfactory, due mainly to them having insufficient experience of different aspects of the subjects. There was also insufficient equipment. The subject has been overhauled, leading to good improvement, largely because of the determination of the coordinator and senior managers, but also due to the positive way the subject is approached by all the teachers.
153. Since 1996, there has been a transformation in the quality, quantity and organisation of computers. The school now has a very effective work suite with sufficient computers for pupils to work in pairs. The subject is carefully timetabled so that all pupils have regular sessions, where skills and knowledge can be taught and then practised. Teachers plan carefully to ensure that these skills are extended through work in other subjects, such as a successful lesson where pupils in Year 3 explored the properties of different types of musical instruments.
154. Currently standards are in line with expectations by the end of Key Stage 1 and below expectations at the end of Key Stage 2. At present, the school does not have the resources to teach the monitoring aspect of the National Curriculum, and is therefore unable to meet curriculum requirements at Key Stage 2. There are suitable plans in place to buy the necessary equipment. Despite this, pupils at both key stages are making good progress. It is quicker at Key Stage 1, because pupils have less catching up to do, but older pupils are making up ground rapidly too.

155. Younger pupils at Key Stage 1 demonstrate confident mouse skills as they click and drag shapes in a paint program. In Year 2, they load and copy on to a CD ROM and use the index to research further the people they have been investigating. Previous work is built on carefully and there is a good link with research skills in English.
156. Pupils in Year 3 take these skills to a higher level when they research the pitch of different musical instruments, and, again, this is a good link to another subject. In Year 4, pupils extend their mathematical understanding by putting information into a pre-designed database. This is work that is more appropriate to younger pupils, showing that the school is building skills from a relatively low level. The oldest pupils, in Years 5 and 6, are very enthusiastic when using the Internet to answer pre-prepared questions. There is a good link with work in English as pupils write an evaluation of each website to rate it for ease of use and suitability for children. Talking to pupils reveals gaps in their knowledge. They are articulate when talking about the work they are doing now, but sometimes are more sure of the skills they are developing than the purpose of the activity.
157. All classes were seen using information and communication technology, and teaching was of a high quality; in a third of lessons teaching was good and in two thirds very good. All teachers are confident, with good subject knowledge and grasp of technical vocabulary. Skills are explained well and reinforced with suitable tasks, extending the pupils within their abilities. For example more able pupils in Year 2 changed highlighted phrases in the poem 'The owl and the pussy cat', editing the work on screen rather than copying it out.
158. The sharing of computers is treated as a positive learning experience, with pupils expected to learn to co-operate and discuss their ideas and findings, and this works very well. As a result, pupils' response to the subject is very good, and on one occasion it was excellent. This strong combination of teaching and learning, together with improved resources, suggests that information and communication technology is well placed for rapid improvement.
159. The subject is led and managed very well by a well-organised and knowledgeable coordinator, whose enthusiasm is largely shared by the teachers. Classroom assistants are also well briefed and are able to help pupils with problems. There has been some opportunity to monitor the quality of teaching and work in the subject formally, and the school is clear about the priorities for improvement. A useful start has been made on assessing individual pupils' progress, with integrated tasks kept in pupils' record folders or stored on the computer's hard drive.

MUSIC

160. The school has maintained the high quality provision found at the previous inspection. Music plays an important part in school life and pupils leave the school with a desire to continue their interest. They receive a rich musical experience and all pupils take part in the activities the school offers.
161. By the age of seven, pupils achieve standards similar to those expected for their age. By the end of Key Stage 2, however, standards are generally above those of most eleven-year-olds. Although the time allocation for music has been reduced since the introduction of the Literacy and Numeracy Strategies, pupils of all abilities, including those with special educational needs, continue to make good progress. Instrumental music tuition is of good quality and has a significant impact on standards of talented pupils. These pupils achieve well and demonstrate a mature approach towards their music.
162. In a hymn practice seen, pupils practised singing loudly and softly to portray mood and learned to maintain the beat very effectively through clapping. The clear teaching of diction and breath control resulted in improved performance and pupils learned to hold on to a note, they copied the demonstration of the teacher. Pupils learned new tunes quickly, humming the tune expertly before learning the words.

163. Pupils at Key Stage 1 know that good posture is an important feature of good singing. They look forward to their music lessons and sing with great enthusiasm. Pupils in Year 1 show a good understanding of tempo in music and enjoy relating the different events in *The Sorcerer's Apprentice* to the variations in the music. They exhibit a good sense of rhythm in *Wheels are Turning* as they move well to the music, despite the restricted space.
164. By the age of eleven, most pupils have made good progress in their musical development. Pupils with special educational needs are supported well in the group activities and are able to participate fully in lessons. Pupils understand loud and soft, and they know how music conveys feelings. They count beats in a bar and fit complex rhythms together with good levels of success. They sing confidently, both in unison and in two parts, and a few higher-attaining pupils are confident enough to sing high quality solos. Pupils perform their own compositions; most know how to improve their work and they listen to an increasingly wide range of music from a variety of cultures. Pupils have a good knowledge of musical vocabulary and use this well in discussion. There are good links to dance and pupils express their feelings through music and dance very well.
165. The quality of teaching is very good. Some teachers take their own class lessons, but many lessons are taken by the coordinator of the subject. The coordinator offers a very good level of support to class teachers. Class teachers are supported well by the scheme of work and they provide pupils with an enjoyable range of worthwhile activities. The introduction of a continuous scheme of work throughout the school has ensured balanced coverage of all elements of the music curriculum.
166. The extra-curricular provision for music is good. Pupils have the opportunity to participate in concerts in Derby, and the school has a thriving band as well as a choir. Pupils give a concert every year for parents and friends in school and they take part in a Carol Concert every Christmas in the local church. Resources are satisfactory and the increased range of CDs gives pupils experience of music from a wide range of styles and cultures. There are, currently, no musical instruments from other cultures available in school. The school is developing the use of information and communication technology very effectively in music through research and the use of appropriate programs to explore the properties of instruments.

PHYSICAL EDUCATION

167. While all classes were seen during the course of the inspection, the organisation of the curriculum means that only dance was seen at Key Stage 1, and games and athletics at Key Stage 2. Pupils' attainment in dance is higher than is usual by the end of Key Stage 1, while standards similar to those in other schools are reached in games skills in Years 3 and 4, and in athletics in Years 5 and 6. Standards overall are average at the end of both key stages, and pupils' achievement is satisfactory, a similar picture to that found by the previous inspection. There is no difference in the standards achieved by boys and girls, and pupils with special educational needs are fully included, making equal progress to others in their class.
168. During one lesson, younger pupils at Key Stage 1 linked their actions and movement to a story about a balloon, changing their body shapes to respond to it inflating and deflating. They showed increasing control, producing graceful movements as the balloon floated gently along. In Year 2, pupils show good contrast in mood, movement and gesture when listening to music of different tempos. Very good teaching helps them, with well-chosen music in different styles and pictures by Lowry, to encourage them to think about 'sad' body shapes: there are good links to other curriculum areas. There is a high level of both control and interpretation, with many pupils working with great concentration.
169. At Key Stage 2, younger pupils practise the basic skills of controlling and passing a ball with their feet. Their standards vary considerably, although they are similar to those seen in other schools overall. More able pupils have sufficient skill to improve for themselves, especially when challenged to perform against a time limit. Those who are less confident are not always given the

coaching they need to help them to get better, and the game they play ~~at~~ the session is sometimes too demanding for their level of skill in a competitive situation.

170. Older pupils in the key stage practise the athletic skills of running and skipping in preparation for sports day. Skipping techniques are taught well, leading to many pupils making a visible improvement. Running practice makes demands on their mathematical and cooperative abilities, as they work independently in groups of three, timing each other to see whether they have improved since last week
171. The quality of teaching is satisfactory overall, with examples of good and very good lessons. All teachers are confident to teach physical education. The good relationships between teachers and pupils mean that lessons maintain a good pace, with little time wasted on issues of behaviour. This is important, as physical education lessons are commonly only thirty minutes long. There is a wide variation in warm-up sessions. While all teachers incorporate these, and discuss the reasons for them with the pupils, some are inappropriate, consisting of instant demanding physical activity, rather than a gradual stretching of muscles.
172. The co-ordinator has been appointed since the previous inspection. She is confident in her own knowledge and skills, and can lead by example. A thorough scheme of work ensures that there is good coverage of all aspects of the physical education curriculum. Most pupils achieve the national standard in swimming and the school's lessons are often supplemented by pupils swimming for pleasure and, in some cases, joining competitive swimming clubs. There is a good range of extracurricular sports open to all pupils at Key Stage 2.

RELIGIOUS EDUCATION

173. There has been a very considerable improvement in the provision and standards from those seen at the time of the previous inspection. Standards of attainment meet the requirements set out in the locally agreed syllabus at the end of Key Stage 1, and at Key Stage 2 pupils exceed those targets. The coverage of the syllabus is good, and pupils have satisfactory knowledge of the facts they are taught. There are developing strengths at Key Stage 2. For example, pupils' understanding and appreciation of the impact of religion in people's lives is a good feature.
174. Pupils at Key Stage 1 listen closely to stories and develop a clear understanding of the importance of religion in people's lives. Religious education includes appropriate learning about spiritual and moral concepts, such as belonging to a family, a school, a church or clubs. Pupils gain suitable knowledge about special gifts, both given and received, and relate this to God's special gift to the world. They recognise the importance of both Jesus and the Gurus as teachers and messengers, and learn about special buildings, celebrations, food symbols and customs of Christianity and Sikhism. A recent visit to a local Gurdwara was a great success and the food offered afterwards was greatly appreciated.
175. At Key Stage 2, pupils explore the story of the Creation, as told in Genesis, and examine different ways in which different faiths perceive the story, including independent research into the Big Bang Theory. Feelings of empathy are well developed, and pupils show a good ability to understand the thoughts and feelings of others. This was seen in a Year 3 class, for example, as pupils worked in small groups to dramatise the story of the Good Samaritan portrayed in an updated mode of their own choosing. In a Year 5 lesson, pupils discussed the Jewish tradition of Kosher food and created their own book of Kosher menus.
176. In discussion, pupils displayed an in-depth knowledge of traditions, beliefs, customs of both Judaism and Hinduism and all pupils showed a remarkable respect and value for the beliefs and customs of other faiths. Pupils in Year 6 are clear in their knowledge of the features of the main religions, and speak confidently about the importance of key figures, special ceremonies, festivals and traditions in the religions of Ancient Egypt. They consider similarities and contrasts in people's beliefs and show high levels of mutual respect for the beliefs and values of others. All groups of pupils throughout the school make good progress in their learning.

177. The quality of teaching is very good. There is a strong conviction in the teaching, which moves understanding forward well, as teachers encourage pupils to think deeply and to express opinions confidently. Teachers employ a range of strategies, such as drama, debate, and independent research. At both key stages, pupils are encouraged to listen, and are also given suitable opportunities to discuss their thoughts and feelings, and these are handled very sensitively. In lessons at Key Stage 2, the teachers ensure a calm atmosphere prevails, and there is thoughtful consideration of new knowledge, ideas and feelings. Quiet, encouraging questioning is a good feature, together with high expectations for the outcomes of pupils' understanding. This results in attentive and thoughtful pupils, who are confident in their responses. Pupils show high levels of respect and understanding for all beliefs and traditions. Their attitudes and responses to their learning are a strength of the subject.
178. The current scheme of work is based on the new national guidelines and the locally agreed syllabus. This ensures that pupils experience a wide range of learning opportunities. Recently initiated visits, including a visit to Derby Cathedral, help to increase the understanding of all pupils. Several religious festivals are celebrated at the appropriate times and members of local churches contribute to school assemblies. The coordinator is knowledgeable and enthusiastic and has worked hard to bring about major improvement since her full-time appointment.